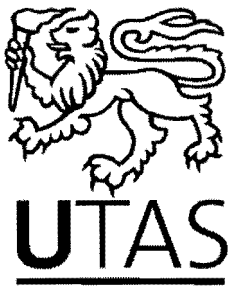

Rethinking Sport Teaching in Physical Education

By Shane Pill

A dissertation submitted in fulfilment of the requirements

for the degree of Doctor of Philosophy

Faculty of Education

University of Tasmania, Launceston

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Declaration

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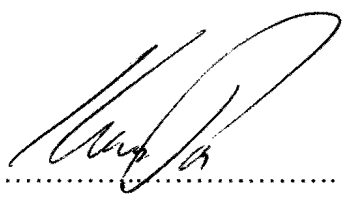

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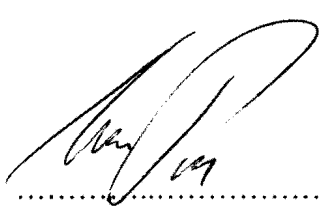

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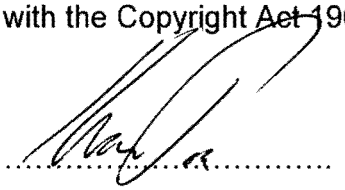

Shane Pill

Acknowledgments

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Abstract

The purpose of this research was to describe and examine sport literacy in the context of secondary physical education and to investigate the limits, constraints and possibilities that physical education pre-service teachers' face when they attempt to take a progressive pedagogical approach to sport teaching on professional teaching practice. The literature informing the research suggested that evidence of learning is often absent from the physical education curriculum and discourses of physical education are marginalised.

One of the results of this research was to view sport literacy as an outcome of well thought out design, philosophy and practice that lead to progressive sport teaching in secondary school physical education. A curriculum that supports sport literacy is one that combines concepts from Teaching Games for Understanding (Bunker & Thorpe, 1982,1983) with Sport Education (Siedentop, 1994; Siedentop, Hastie & van der Mars, 2011). Such a curriculum delivers education through sport itself and through ideas and practices associated with sport. Pre-service teachers were taught about the design and practice of sport literacy when they undertook a physical education topic before doing their final professional teaching practice placement.

The pre-service teachers participated in the study over a six month period. The data collection occurred in four stages: 1. Investigation of a final year cohort of PETE-PS teachers observation and understanding of the important elements when teaching sport in physical education; 2. Investigation of the cohort of PETE-PS teachers responses to sport literacy from their

perspective as learners of a sport and for its possibilities as a model that would support their sport teaching in physical education; 3a. Investigation of the cohort of pre-service teachers' experiences attempting to design and enact sport teaching in physical education while on professional teaching practice placement; 3b. Investigation of mentor teacher experiences with TGfU and Sport Education; and, 4. Interviews with pre-service teachers about the limits, constraints and possibilities of sport literacy.

The data suggested that Teaching Games for Understanding (TGfU) and Sport Education are unlikely to feature in the observation and understanding of physical education pre-service teachers in schools in South Australia. PETE is the site where pre-service teachers are most likely to be exposed to TGfU and Sport Education approaches. The data revealed pre-service teachers were receptive to learning about sport literacy as a framework for teaching but working against the possibilities for sport literacy to inform sport teaching was the absence of examples of TGfU and Sport Education in practice in school settings. Mentor teachers mostly adhered to traditional behaviourist orientated textbook teachings aimed for little more than 'busy, happy, active' time (Placek, 1983). This prevented pre-service teachers from introducing different ideas during their professional teaching practice.

Schools differ widely in terms of social context and complexity; however, sport teaching in physical education is delivered in similar fashion in South Australian secondary schools. Pre-service teachers are encouraged to conform to this community of practice when they undertake professional teaching practice placements. Teacher education programs might encourage

graduates to be ambitious and develop expectations of being able to do things differently but these expectations are generally thwarted in the field where there appears to exist a process of hegemonic cultural reproduction which informs and shapes the pedagogical basis of sport curriculum content, and counters anything that confronts or attempts to re-shape the status quo.

Sparkes (2003) proposed that there are two types of learning communities; one where teachers work together to introduce innovations that will improve their teaching practices, and another where teachers agree to conform to traditional teaching practices. The evidence from this research suggests that the second is more likely to occur in South Australian secondary schools.

The data indicated pre-service teachers encountered difficulties translating the vision of sport teaching they were taught at university into the actual school curriculum. The analysis of the data created awareness of the pervasiveness of a normative discourse that mentor teachers communicated either covertly or overtly to pre-service teachers.

There are personal and institutional implications for PETE and the PETE educator to become agents of change. A new model for PETE (especially course work preparation and the teaching – professional teaching practice placement link) is necessary if PETE is to renew the curriculum and change the way sport teaching is undertaken.

Chapter One: Genesis of the study

We must not be afraid to ask ourselves, is our impact and influence any more noteworthy now than say 10 years ago? Is our service improving?

(Emmel[1], 1979, p. 42)

This research project stems from my experience as a participant in intersecting physical education and sport communities of practice (Lave & Wegner, 1991) as a middle school and secondary physical education teacher, subject coordinator, school and community sport coach, sportsperson, professional development provider and tertiary educator. The knowledge that I gained from these experiences was supplemented by information about the history and social dimensions of sport teaching in physical education that I gathered from the literature review and meta-discourse (Russell, 1999) that led to theory of sport literacy for physical education (Chapter 2, 3 and 4). The autoethnographical (Sparkes, 2002) component in Chapter 1 situated the personal relevance of this research and also objections raised by critical theorists in physical education literature to current sport teaching that are pursued in Chapter 2.

Introduction

This study emerged from personal and professional experience. The ideas began to formulate long before I commenced a doctoral degree. They were

[1] At the time of writing this thesis Jeff Emmel was the National Executive Director of the Australian Council for Health, Physical Education and Recreation. In 1979 Jeff was Assistant Supervisor of the South Australian Education Department Physical Education Branch.

embedded in my path to becoming a physical educator and in my journey as a physical educator and sport coach. From an early age I was immersed in a sporting culture as my parents participated in a number of sporting activities, but I did not initially share their passion for sport until rather late in my schooling. My father was an elite Australian Rules footballer and squash player and my mother was an accomplished tennis and squash player. Much of my childhood revolved around squash courts, tennis courts and football grounds. I was at primary school when my father and I, while walking to the change-rooms before a game, had a conversation that I vividly remember. One of my father's team-mates asked me if I was going to be as good a footballer as my father one day. I responded that I 'hated football' – and for good reason I thought, being the overweight asthmatic child with an allergy to grass. For me, sport was hard work and I remained continually concerned that I would have an asthma attack and end up in an oxygen tent. Despite my protestations, my parents forced me to participate in tennis lessons, swimming (good for my asthma), nippers[2], soccer and then later, Australian Rules football, and cricket. At school, I was the last person picked when teams were formed. In an all-boys school with a strong sporting culture I was an outsider.

Around the age of 12 my life changed. I grew faster than most of my classmates, my asthma diminished and I acquired a level of coordination that until then had eluded me. By secondary school I was vice-captain of the first eighteen Australian Rules football team and represented the State at the national U16 schoolboys' carnival. I became the opening bowler for the district U16 cricket team, eventually playing first eleven cricket for school as well. I also played 'A' team

[2] Nippers is a common term applied to Junior Surf Life Saving squads.

squash and tennis for school and while in Year 10, I was asked to play senior first eighteen Australian Rules football for school. I had become an insider. I thought becoming a physical education teacher would be ‗cool'.

I enjoyed my physical education teacher education (PETE). This was in the days when teacher education in South Australia was housed in Colleges of Advanced Education and the training was very much vocationally focussed. As a raw recruit I did not think to question the ‗ideal' lesson and unit plans we were taught which emphasised "physical education as sport- as- techniques" (Kirk, 2010, p. 41). This came later when I was doing school teaching practice where I had the opportunity to observe the students' level of engagement in the programs I was designing.

After completing my degree I moved to Western Australia to start my teaching career and it was then that I was exposed to ideas that had not been canvassed during my teacher training. My first ‗Head of Department' had completed his pre-service PETE in England and was a devotee of a game-centred approach to sport teaching. This encouraged me to question the basis of what I taught and also the prescriptive "ideal" unit plans that were based on a "notion of progression as an additive process" (Kirk, 2010, p. 85), which had been instilled in me during my pre-service PETE. While the "sporty" students in my classes appeared to thrive in the sport-as-techniques (Kirk, 2010) paradigm delivered by direct practice of skill by drill many students appeared to learn more about what they could not do, rather than what they could achieve. I began to search for alternative theories to inform my

understanding of sport teaching that embraced students' learning[3] and learning needs in sport within outcomes based[4] physical education. Although I was not aware of it at the time, my orientation was gradually shifting from teaching sport-as-techniques, to teaching through sport: that is, I began to focus on the education in physical education rather than on training motor skill technique reproduction.

It was while I was undergoing teacher professional development training that I was introduced to the Moving Games Approach (House, 1993) that further awakened my interest in teaching for understanding. Soon after this I was going for accreditation as a level 2 Australian Rules football coach when I was exposed to Game Sense (Charlesworth, 1993, 1994). Game Sense emphasised the importance of students' cognitive engagement in games learning by highlighting the role of tactical knowledge and decision-making in game play. The Game Sense approach suggested that technical skills and tactical thinking were not separate skills, but inter-related. From then I began using the principles of Game Sense when coaching with my secondary school sport teams and I experimented with Game Sense in my physical education lessons. I found that teaching for understanding (Bunker & Thorpe, 1982) using Game Sense instructional strategies (den Duyn, 1997; Schembri, 2005) was not only an effective approach to sport teaching but one that was also underpinned by a theoretical structure and language that explained and justified the pedagogical adjustments that were occurring in my teaching.

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[3] Learning refers to students' interactivity while participating in the learning environment, evidenced as cognitive functions such as actively seeking, using, differentiating, elaborating, interpreting, relating, adapting and understanding information. (Kirk, Nauright, Hanrahan, Macdonald & Jobling, 1996)

[4] Outcomes are the statements of learning results that the curriculum expects students to demonstrate by the end of particular stages of the learning experience.

I increasingly adopted a cognitive orientation to sport teaching in physical education and sport coaching in secondary schools. My experience of secondary school physical education classes convinced me that this direction was more inclusive of the wide range of student abilities but also more likely to produce better learning outcomes. Further, I postulated that this approach may encourage personal and social skill development while teaching the youth in my physical education classes to think for themselves, solve problems and create solutions.

By the time I returned to South Australia at the start of 1996, I had come to recognise that it was not possible for all students to develop sport-specific movement skill competency in the time frame generally allocated to the teaching of various sports in physical education. I questioned the equity of the technique orientated approach that had been advocated in my pre-service PETE. The ‑one size fits all" skill and drill approach I had been inducted into was frequently counterproductive to student learning. In my view, it is very important that physical education professionals discuss the ‑‑ative *construction* of knowledge" (MacPhail, 2002 cited in Penney, 2003, p. 304) in sport teaching. Unfortunately, it is my experience that the situation still prevails in many schools that the form of most physical education curricula gives ‑every appearance of legitimating a view of physical education as comprising merely a collection of activities" (Penney & Chandler, 2000, p. 75). Penney and Chandler's (2000) observation of physical education curricula is supported by recent local examples (Pill, 2009a, 2011a).

Challenging my past

I returned to South Australia in 1996 to take up the role of Physical Education and Sport Coordinator at a low SES (socio-economic status) independent school.

The acuity of the comment by Penney and Chandler (above) was brought home to me one day while I was observing a Year 8 lesson being taught by a pre-service teacher. I had long finished my teacher training but this pre-service teacher was giving an introductory netball lesson in exactly the same fashion as I had been trained to do a decade earlier at the same institution (although now it was a university). I felt a strong need to challenge the teaching approaches we had been taught.

After a tag game to warm-up (during which most of the students were highly engaged and active) students were instructed on ~~t~~he way" to chest pass the ball. The teacher completed the demonstration and then placed the students into two lines facing each other to practice passing the ball using the movement pattern demonstrated and explained by the teacher. Judging by the level of activity and the sounds the students made, they were highly motivated and engaged during the warm-up game but during the practice drill something changed. I observed their behaviour changed when they tried the drill, with some students:

- successfully chest passing the ball;
- attempting to chest pass the ball but struggling to make the distance the teacher had set;
- deliberately passing the ball wildly so their partners were challenged to complete the catch;
- fetching the ball from the other end of the court;
- commenting loudly that netball was boring; and
- deliberately disrupting practice by swat ting the other ball of the student next to them.

These changes in behaviour were similar to those I had seen when the school football team was asked to do drills. The boys lined up in pairs, about 12 pairs to a line. The coach stood out the front, called the first pair out and kicked the ball so that they had to contest and scrimmage until one of them got the ball back to the coach. Then they went to the end of the line to await their turn to come around again. The coach, however, had to continually stop the drill to reprimand boys who were misbehaving with ~~r~~ough and tumble" play while waiting for their next turn to come around again.

Both sport situations prompted me to consider the way in which sport is taught. If these are typical student experiences of sport I thought a number of questions needed to be raised:

- What are they learning about the game?
- What are they learning through the game?
- How is the practice related to the game?
- What are they learning about the sport as a social practice?
- In the netball example, how likely is it that students will think positively about netball as a sport to play or as a means of keeping physically active?
- In the football example, who was getting the most practice: the coach or the players? (Pill, 2007a).

Later, I gradually introduced elements of the Sport Education (SE) (Siedentop, 1994) curriculum model[5]. Specifically, team affiliation and team role responsibilities were added to my sport teaching approach. My theoretical sensitivity (Strauss &

[5] The Sport Education model will be explained further in Chapter 3.

Corbin, 1990) increased when I started my career in PETE at university in 2006. I became aware that I had been questioning the hegemonic convention of sport teaching. To me it was important to communicate an alternative discourse[6] for sport teaching that embraced a broader knowledge base.

Disciplinary discourses and hegemony

"Physical education is defined by what is said, done and written in its name" (Kirk, 2010, p. 1).

Subject disciplinary discourses have the power to admit certain knowledge constructs into the tradition of the subject while excluding the status and influence of other ways of knowing (MacDonald, Hunter, Carlson & Penney, 2002). The physical education literature indicated conservatism, that is, the reproduction of existing conventions and resistance to new pedagogical frameworks. In his book, *Physical Education Futures*, Kirk (2010) claims that residue of past views that equated physical education as gymnastics and drill continues today in the sport-as-techniques model of teaching.

Through this research I began to investigate the concept of sport literacy (Pill, 2009a). For some time I had been using a blended Game Sense –SE design in my teaching and coaching. The curriculum models of SE (Siedentop, Hastie & van der Mars, 2011), Teaching Games for Understanding (TGfU) (Bunker & Thorpe, 1982), Game Sense (Charlesworth, 1993; den Duyn, 1996) and Tactical Games (Griffin, Mitchell & Oslin, 1997) provided me with a curriculum and pedagogical toolkit and

[6] Gee's (2000) understanding of 'discourse' is used here to describe the characteristic ways of talking about and acting with and towards, people, 'things' and social practices.

language through which I could create and communicate a new framework of sport teaching n physical education. I became determined to see that education in, through and about[7] sport in physical education became an intrinsic part of physical education in South Australian schools. The concept of sport literacy thus developed as a design system[8] for sport teaching. It was as well as discourse that physical education community of practice might find valuable to their sport teaching. In this thesis, sport literacy describes a vision for sport learning in physical education, PETE, as well as a curriculum and pedagogical scaffold. Sport literacy is explained in detail in Chapter 4.

Throughout the thesis I will refer to both SE and TGfU iterations as curriculum models. I acknowledge that there exists varied use of terminology in the discussion of curriculum models within the physical education literature. For example, SE has been referred to as a pedagogical model (Hastie, 2011; Penney, 2005; Siedentop et al., 2011), an instructional model (Metzler, 2005), and a curriculum model (Alexander Taggart, Medland & Thorpe, 1995; Alexander & Luckman 2001; Graves & Townsend, 2000; Hastie & Curtner-Smith, 2006; Kirk, 2006). Siedentop (1994) initially avoided direct reference to the term pedagogy, describing SE as a —curriculum and instructional model" (p. 3). Similarly, a TGfU tactical approach has been labelled an instructional model by Metzler (2005), however, curriculum model appears to be the more common terminology applied to TGfU (Bunker & Thorpe, 1986; Butler & McChan, 2005; Chung LI & Cruz, 2008; Hastie & Curtner-Smith, 2006; Hopper, 2002).

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[7] Arnold's (1979) conceptualisation of education in, through and about movement in physical education will be explained later in this Chapter.

[8] System here denotes a process by which the designer (physical educator) —creates a *context* to be encountered by a participant from which *meaning* emerges" (Salen & Zimmerman, 2004, p. 41).

As Chapter 2 will discuss, both SE and TGfU developments have been used to prompt focus and reform of physical education sport curricula and pedagogical practices. As this research focussed on the design and enactment of sport teaching the terminology of curriculum models was adopted as a broad conceptualisation that embraces both the curricula design and pedagogical enactment of sport teaching.

Researching from a particular standpoint

—It is always worthwhile […] to stand still in order to become conscious of the road travelled, the point reached and the direction to take" (Crum, 1996, p. 239).

At the time this study was undertaken I would describe myself as a researcher intent on rethinking and challenging the hegemonic conventions of sport teaching in physical education. I encountered these conventions in my early teacher training and in the schools I taught. They are still apparent in the biographies of the physical education teacher education pre-service (PETE-PS) teachers I lecture and evident in the schools I visit to supervise professional teaching practice (PTP) placement s. I make no apology for the biographical underpinnings evident in the personal history of this study as we are all products of our experiences (Britzman, 1991; Goodson, 1992; Sparkes, 2002). This study was important to me as I hoped that it would tell me more about my work as a PETE educator. It represented an —investment in understanding the messiness of learning to teach" (and) —an investment in self-understanding and in the desire to help refashion the contexts" (Britzman, 1991, p. 16) of my work as a physical educator involved in sport, sport teaching and coaching. Furthermore, as this research begins within the context of a PETE-PS

degree topic[9] that I coordinate, I was both a participant in the research and a researcher. This study can therefore be considered a form of practitioner research that spans university and school.

According to Anderson and Herr (1999), practitioner research is a —broad based professional movement among school professionals to legitimate knowledge produced out of their own lived realities as professionals" (p. 20). Clegg (2000) recognised that practitioner research extends to academics researching their own practice within a university setting and he suggested that this form of research provides a meaningful tool for developing knowledge in higher education. As a practitioner researcher working in a PETE-PS context I am part of the —web of knowledge producers" (Singh, Han & Harreveld, 2006, p. 181).

Throughout this study I drew on my experience as an early career academic who came to PETE with 20 years experience of teaching and developing physical education curricula in schools. I understand that I was part of the action and yet separate from it in order to be able to reflect on the data being collected (Altrichter, Posch & Somekh, 1993). In other words, as I engaged with my practice of PETE-PS teaching my thinking about teaching was not separated from my practice of teaching. This research was, therefore, also an example of reflection in action (Schon, 1987) requiring a reflexive standpoint acknowledging that I was included in the subject matter that I was trying to understand (Rogers, 2004). It necessitated constant vigilance towards the influence of what I know (or believe I know) and that which I was seeking to understand (Wagner, 1993).

[9] A unit of study

As I engaged with theoretical concepts and interrogation of the data I connected with ideas that both informed my research and expanded my thinking about the practice of sport teaching. I confronted the ~~"m~~odels, metaphors and images" (Loughran, 2007, p. 13) that had been part of my apprenticeship of observation (Lortie, 1975) and pre-service teacher training. The concept of the ~~"i~~deal unit of work" was founded on a model of sport teaching that focussed on textbook techniques and drill practices which teachers command students to follow (Kirk, 2010; Metzler, 2005). That model, however, came to be challenged by the TGfU notion of game appreciation (Bunker & Thorpe, 1982) and the SE emphasis on literate sport participation (Siedentop, 1994) (TGfU and SE elements will be considered in more detail in Chapter 3). My own experiences and reflections are therefore a valid form of data for this research (Cohen, Manion & Morrison, 2007).

Having established the relevance and the value that personal experience brings to this research and having critically evaluated my experience of the design and practice of sport teaching in physical education, I now look at physical education as ~~"c~~ontested ground" (Ennis, 2006; Penney & Evans, 1999). This theme is taken up and explained in Chapter 2. Given that I argue that sport teaching needs reframing, it follows that I am, by logical extension, also suggesting current common practices are inadequate and/or flawed. I am, therefore, entering the pedagogical battleground of physical education where current practice is considered a contributing factor in the marginalisation of physical education (Kirk, 2010; Locke, 1992; Penney & Chandler, 2000). The remainder of this chapter will therefore consider sport in physical education and the competing discourses in physical education. It will introduce Arnold's (1979) philosophical explanation of physical education and then go on to examine the design and enactment of sport teaching for learning.

Sport and physical education

According to Laker (2002), —sport, in the educational guises of physical education and school sport, has a major role to play in the education of young people" (p. 6). This includes education about the socio-cultural elements of sport in communities: participation in sport as a means for active and healthy living, as viewers or consumers of sport, as providers of sport experiences, and sport as a vocation. Sport is an institutionalised form of physical activity (Phillips, 1993) firmly associated with physical education (Penney, Clarke & Kinchin, 2002; Wuest & Bucher, 2006). Penney (1998) and Kirk (2010) pointed out however, that definitions and directions for physical education are frequently contested. For example, the media, politicians and the public frequently focus attention on sport and sport performance. Consequently, sport is seen as pivotal (Green, 2000) and integral (Bailey & Kirk, 2009) to physical education: an historical cornerstone (Laker, 2003) legitimating the existence of physical education in schools. Internationally, games and sport are recognised as one of the most important elements of the physical education curriculum as they represent the —prime source of content and key contexts for teaching and learning" (Lopez, Jordan, Penney & Chandler, 2009, p. 47). In public discussions, however, a clear distinction is seldom made between physical activity, sport and physical education (Swabey, 2006). This perhaps demonstrates a lack of awareness about how physical education and sport in physical education are defined and related, and how they are distinct from extra-curricular, community and professional sport. There also seems to be confusion

between the role of sport in physical education and the potential sport offers for achieving some of the educational goals of schooling[10].

Figure 1 illustrates how Australian culture understands the role that sport can play in making people physically and socially healthier. It suggests that sport is valued as it can provide a way to develop culturally valued personal and social skills as well as providing a movement experience. It would be inaccurate, however, to suggest that participating in sport invariably achieves positive outcomes for every individual's physical and social development. Sport can foster positive personal and social competencies but it can also diminish feelings of personal competencies. This is a theme I return to in Chapters 2 and 3.

From a socio-cultural perspective, sport is a prominent part of the lives of many young Australians. Figures indicate that 61.6% of children aged 5-14 participate in some form of organised sport outside of school hours (Australian Bureau of Statistics, 2006). In South Australia participation rates may be higher than the national figure, as 64% of children aged 5-14 participated in some form of organised sport outside of school hours in 2006. In South Australia, boys' participation in organised sport is particularly significant, with 70% of boys involved while 58% of girls aged 5-14 also participated in some form of organised sport outside of school hours (Australian Bureau of Statistics, 2007). According to the Australian Bureau of Statistics (2007), more South Australian children are involved in organised sports than organised cultural activities. It appears that sport is significant in the social, physical and cultural experience of Australian children.

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[10] The Goals for Australian Schooling are explained in the Melbourne Declaration on the Educational Goals for Young Australians. Ministerial Council on Education, Employment, Training and Youth Affairs (2008)

Figure 1. *Sport: A reflection of Australian cultural values.* Image retrieved from http://www.ausport.gov.au/__data/assets/pdf_file/0009/312867/TEOAS_poster.pdf

Light (2008) argued that it is hard to escape a substantive experience of sport due to its presence in the cultural fabric of Australian society. Sport is a considerable feature of Australian cultural discourse, identity formation and social conversation. It acts as a reference point for understanding the imagined Australian community[11].

Sport: A major orientation for physical education

Although physical education is not only about sport, sport assumes a priority for physical education (Drummond & Pill, 2011; Wuest & Bucher, 2006). Tinning stated:

> Most (PE classes) are oriented around sport(s). Teachers use HPE [Health and Physical Education] classes as practice sessions and/or selection opportunities for sporting events. In most HPE classes it is typical to see students playing volleyball, soccer, field hockey, tennis, rugby, netball, Australian Rules football and doing track and field (Tinning, 2005, p. 60).

Sports skill development and sports teaching have been identified as the major content of South Australian secondary school physical education (Department of Education, Training and Development, 2002a). However, I agree with Evans (2003) that unless greater attention is given to the education aspects of sport by situating sport as a site of education, rather than it being merely a means of providing physical activity provision, sport in physical education is unlikely to impact

[11] Imagined community is a term used by Anderson (1991) to refer to groups of people, not immediately tangible and accessible, but who connect through the power of the imagination. The imagined community provides a sense of a common community experience that exists as a shared understanding of what is the routine and everyday lived occurrences.

on the abilities that students both bring to school and derive from schooling. Sport is likely to remain a valued and appealing form of physical and social activity that for many Australians is imbued with symbolic meaning (Veal & Lynch, 2001), but unless physical education can present a more educationally coherent and cogent discourse for sport teaching it is likely to remain positioned at the margins of the school curriculum. I argue, therefore, that it is time to revisit sport in physical education in a different format as for too long physical education has been —characterised by a preoccupation with the development of narrowly defined techniques" (Bell, n.d., p. 1) to the exclusion of other ways of knowing sport and participating in sport learning.

Knowing sport: Education in, through and about

Arnold's (1979) philosophical conceptualisation of physical education as education in, through and about movement influenced my articulation of sport literacy. As Kirk (1988) suggested, it is recognised as the standard reference —for theorising the form and content of physical education in relation to its educational status in schools" (p. 71). Arnold's proposals for developing the physical education curriculum were reaffirmed in the ACHPER (2008) Health and Physical Education (H&PE) Learning Statement[12].

[12] In the Australian curriculum, a construct called Learning Areas groups together subjects considered to be one discipline. The separate subject areas of Health Education, Outdoor Education and Physical Education are combined into a Learning Area, known as Health and Physical Education (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008). Key Learning Area's came into being in 1994 with Statements and Profiles that were developed to provide a common framework for curriculum development by education systems and schools (Curriculum Corporation, 1994).

Arnold's three conceptual dimensions of physical education can be summarised as:

1. *Education about movement: Movement as a field of study.*
   Human movement can be studied as a body of knowledge in its own right and requires consideration of how best to apply the knowledge in practical situations;
2. *Education through movement: Movement as an instrument of value.*
   Physical education can be a means of bringing about the goals of education as they relate to the development of the —total person" (Arnold, 1979, p. 172) - cognitively, morally, socially and physically; and
3. *Education in movement: Movement as a source of personal meaning.*
   Participation in physical education provides a means for learning about the self and the world in which the self lives. Knowing how to engage in movement meaningfully, so that the experience is satisfying and engaging, will be determined by the degree to which the experience —permit(s) the person to actualize the physical dimensions of his being in the form of developed capacities, skilled accomplishments and objective achievements that are in themselves worthwhile" (Arnold, 1979, p. 178).

Arnold's ideas have been refined by people like Kirk (1988), who has been particularly influential in making education in, through and about movement understood as a practical philosophy for physical education. Kirk (1988) succinctly explained Arnold's three conceptual dimensions thus:

1. *Learning in movement* is —knowledge that can only be gained through active participation" (Kirk, 1988, p. 71);

2. *Learning through movement* is the development of ―valued ends" (Kirk, 1988, p. 71), such as cognitive, social and psychological qualities of students; and
3. *Learning about movement* is learning both scientific and the socio-cultural aspects of movement.

Tinning, Macdonald, Wright and Hickey (2001) concluded that learning *in* movement has been the traditional area of focus for Australian physical education, and that teachers assumed that physical education's claims to influence learning in the other two areas will happen automatically, which they claim is not evidential in practice. If that proposition is accepted, sport teaching in Australian physical education has not been achieving its potential in contributing to the overall education of an individual, while also falling well short of the vision and ideals presented in ACHPERs H&PE learning statement (2008). Commenting about Australian physical education, Stolz (2010) recently claimed that there appears to be a general consensus physical education ~~is~~ suffering from a crisis of legitimisation within education, particularly in relation to its nature and status" (p. 1). This is a theme that will be returned to in Chapter 2.

Australian curriculum

While undertaking this research, Australian physical education was facing the expansion of the Australian Curriculum, being developed by the Australian Curriculum and Reporting Authority (ACARA) on behalf of the Commonwealth Government, into H&PE. According to Penney (2008), this development explicitly seeks to redefine the form and content of school curricula by determining what content is important, what is important for students to learn and what standards need

to be set at various stages during the years of compulsory schooling. The Melbourne Declaration (MCEETYA, 2008) indicated deep knowledge and skills as the hallmarks of the national Australian Curriculum, with the educational goals for young Australians shaped around three criteria: 1. successful learners; 2. confident individuals; and 3. active and informed citizens (Commonwealth of Australia, 2009a).

The announcement that H&PE will be developed as part of Phase 3 (MCEECDYA, 2010b) provides physical education teachers with an opportunity to consider its purpose and function while reviewing matters of form and content (Penney, n.d). However, physical education could continue to be marginalised unless it can articulate a position that is politically realistic and educationally powerful (Penney, 2007). Constructing sport in an educational context could be the means to achieving those ends, provided physical educators engage with questions about how ability is configured and defined in physical education (Penney, 2010), –how thinking about _ability' as teachers and teacher educators is influenced by the knowledge/s that define our fields, how it is encoded by the interests of sport, health and science and how physical capital is reflected, reproduced and perhaps reconfigured and challenged in schools" (Evans, 2009, p.177, cited in Penney, 2010, p.11). These contested areas engaged my attention as I was framing sport literacy.

Reflecting on a past attempt at a national curriculum

When an attempt was made in the mid 1990's to develop a standardised curriculum in Australia one of the results was an initial marginalisation of physical education. Initially, there was an absence of recognition of physical education as a distinct subject although the health benefits of physical activity were acknowledged in a _Key Learning Area' titled _Health'. The Australian Confederation of Sport took up

the cudgels and highlighted the important role sport played in schools. A subsequent redraft of the Key Learning Area was titled Health and Physical Education (Brown, 2009; Swabey, 2006). Movement and sport skill competencies were included in the Statement and Profile that articulated the major elements of learning, stages of schooling and achievement benchmarks (as a standards profile). The boundaries and distinctiveness between health and physical education and their skill, knowledge and content bases, however, became somewhat blurred. The boundaries and the relationship between the two subjects making up the learning area remained unclear in practice. Brooker, MacDonald & Hunter (1998) noted that for secondary in particular, the shift from strongly bounded subject departments to a Key Learning Area (KLA) syllabus "presented particular challenges in terms of how a syllabus which drew upon a number of traditional subject areas could be implemented into a subject-based structure" (p. 1). This was further complicated by teachers and administrators commitment to the maintenance of existing subject boundaries and the absence of curriculum relations between the subjects identified as making up the H&PE KLA (Brooker et al., 1998).

The H&PE Statement and Profile document (Curriculum Corporation, 1994) significantly influenced the development of State and Territory curricula, including the South Australian Curriculum Standards and Accountability Framework (SACSA) (Department of Education and Children's Services, n.d.). Sport became one of the bodies of knowledge and understandings of the SACSA H&PE Learning Area (Department of Education and Children's Services, 2004). However, the lack of clarity between sport and sport teaching from the H&PE Statement and Profile remained in the original iteration of the SACSA documentation. As a consequence, physical education has been open to influence by agencies outside education that

are interested in it as a site for health interventions to address the ~~o~~besity crises". A recent example is the 2009-2011 SA Health *eat well be active Primary School Project* (ACHPER South Australia, 2010). Whether or not the obesity discourse assists or hinders physical education in Australia is a matter Gard (2006) has considered. The specific role of sport in physical education has also been addressed by Light and Georgakis (2007) who made the point that ―this medical view' of sport can mask the part that sport plays in shaping the broader development of children and young people and their growth into particular types of people" (p. 25).

The challenge highlighted by Macdonald and Brooker (1997), of constructing a physical education curriculum that is defensible, rigorous, relevant and legitimate, appears to remain. Penney (2008) proposed that such a curriculum would have ―education as the core reference point" (p.38) in order that physical education becomes recognised as a legitimate subject area warranting development and investment similar to that received by other subject areas. This is an assumption that informed the description of sport literacy (Chapter 4).

The business of schools is essentially education. It should be possible to justify physical education, sport in physical education and sport teaching for their educative purpose (Kirk, 1996). This requires a curriculum and professional discourse that articulates a philosophy and practice pertaining to education and learning. Student learning, rather than rote reproduction of textbook techniques and physical activity accumulation must, therefore, become explicit in defining the subject (Penney & Chandler, 2000) and in framing the design of curriculum (Pill, 2007b).

Sport pedagogy

This research is about sport teaching in physical education, its form, function and content. It is therefore concerned with sport pedagogy for physical education. Pedagogy is used here as the term for a teacher‘s classroom activity for producing planned student learning (Capel, 2005). Sport pedagogy is a sub-discipline of pedagogy and deals with the educational aspects of sport and sport related games. As an area of study, it is concerned with teaching and learning processes associated with sport as a codified and institutionalised form of movement. Curriculum related sport pedagogy research assists in understanding how teachers construct the purpose of sport teaching and the subject content of sport teaching. The European Educational Research Association (EERA) (2011) explained that sport pedagogy has three dimensions relevant to research in education:

1. Knowledge in context;
2. Learners and learning;
3. Teachers and teaching providing positive sport experiences for participants with diverse needs.

Sport pedagogy research addresses the —central question of the theory of physical education”, and in particular, how the educational potential of sport can be developed and applied (Haag, 1996, p.143). Pedagogy is a central theoretical and practical issue for physical education, particularly if it is to develop a more informed vision for learning in the lives of students (Almond, 2010). The educational potential of sport and the three research dimensions indicated by the EERA (2011) were central to this research because the quality of sport teaching and quality teachers in physical education can make a significant difference to student learning experiences and outcomes (Hattie, 2003; Kirk, 1993; Rowe, 2003).

Every teacher makes decisions that determine the environment through which students engage with the curriculum (Marsh & Wills, 2007). Teachers deal directly with interpretation of the curriculum frameworks prescribed by education authorities. Teachers design and enact the curriculum, interact directly with students and, therefore, have the most control over the learning environment (Hattie, 2003; Kirk, 1993; Rowe, 2003). The teacher is a prominent influence on students' cognitive, affective and behavioural outcomes (Rowe, 2003). It is, therefore, pertinent to research the limits, constraints and possibilities confronting PETE-PS teachers: they are the ones who will determine the future of physical education teaching and see that the potential for physical education curriculum and pedagogical practice are transformative rather than reproductive (Pill & Brown, 2007).

PETE-PS teacher education

This research is located within PETE. Kirk (2010) recently asserted —that universities should play a particular and crucial role in securing the conditions for radical reform" (p. 141) of the form and substance of school physical education. The site for this study was pre-service PETE at a university in South Australia. The volunteers for the study were 4th year PETE-PS teachers who undertook a physical education curriculum studies topic, followed by PTP school placement. An assumption of the research was that topics taken at university as part of pre-service education inform the professional knowledge of a physical educator (Laws, 1994).

Pre-service education is considered by some to have little influence in shaping the personal philosophies and practices of physical educators (Green, 2000; Templin & Schempp, 1989). This research, however, was based on the premise that the educational experiences at university communicate important messages about

what it means to ―be" a sport teacher. Kirk (2010) argued recently that ―it is only universities that provide the spaces for the critical intellectual work required" (p. 141) to inform judgements about pedagogy and curriculum. That is, the university curriculum mediates meaning and provides opportunities for important discourses around what it means to be a teacher of sport in physical education.

It is also recognised that the educational experiences of pre-service teachers when they were school students has a significant part in shaping and moulding their understanding of what it is to be a physical education teacher and how teaching should be enacted. Lortie (1975) referred to this as an apprenticeship of observation. According to Schempp (1989) this apprenticeship serves to:

- Acquaint individuals with the tasks of teaching;
- Begin the individual‘s identification as a potential teacher;
- Provide a framework for the assessment of teaching technique; and
- Personalise a teacher‘s analytical orientation toward the work of teaching.

The apprenticeship of observation therefore plays a major role in the both the desire to become a physical education teacher and in understanding what it means to be a physical education teacher. Schempp (1989) pointed out that although ―the apprenticeship of observation is an ally of continuity rather than of change" (p. 36) it could be used during pre-service course work to assist PETE-PS teachers confront the validity of their early experiences. This is possible as the view of physical education teaching constructed by the apprenticeship of observation is anticipatory, formed by intuition and imitation rather than an explicit and analytical consideration informed by pedagogical principles (Graber, 1989). This research therefore acknowledges the apprenticeship of observation as a ―formidable force" but not one

that —appears to condemn attempts by those committed to improving the practice of teachers" (Schempp, 1989, p.36).

PETE and physical education reform

PETE may also have an instrumental role in focussing attention on the impact and influence sport teaching has in physical education initiatives. For example, Tinning et al. (2001) noted that:

> Student teachers have a role to play in the process of curriculum change or reform. It is no secret that it is during their undergraduate training that most teachers experience the most intensive training phase of their professional lives. It stands to reason that the preservice phase presents itself as an ideal forum through which new curriculum models can be efficiently and effectively introduced (p. 230)

It is PETE-PS teachers who —will carry physical education forward for the next decade or longer" (Pill, 2007c, p. 25). PETE-PS courses can therefore promote curriculum innovation and change and provide the ideal environment for new ideas to be adopted (Butler, 2005; Macdonald et al., 2002). The role of PETE-PS teacher educators involves more than merely being the presenters of ideas. Macdonald et al. (2002) argued that teacher educators have a responsibility to graduate beginning teachers who are not only competent and confident curriculum actors, but who are ready to become confident and competent curriculum leaders as well as assured and able teachers.

Kinchin, Penney and Clarke (2005) discussed initial teacher education as the logical and necessary, but perhaps missing link in the development of school

physical education. They indicated ~~a~~ strong case" (p. 219) could be made for universities to be catalysts for curriculum and pedagogical innovation. Illuminating PETE-PS teachers' understanding of what, why and how to teach physical education and the self efficacy surrounding pedagogically progressive curriculum design and enactment may be a guide to understanding what the future practice of physical education might be like (Tsangaridou, 2002). Ary, Cheser Jacobs, Razavieh and Sorensen (2006) indicated that research investigating PETE-PS teachers' experiences of sport teaching could elicit dependable and useful information about the complexities of sport teaching. There is potential for this to act as the stimulus for enhancements in sport teaching practices by injecting new ideas and improvements, this making teaching and teachers more effective (Creswell, 2008). However, Perry, Walton and Clader (1999) caution that the potential for universities to be catalysts for curriculum and pedagogical innovation, and therefore future forming, only occurs within the experience of teaching as an authentic activity (Perry, Walton & Clader, 1999). This is a discussion that will be returned to, in light of the results of this research, in Chapter 7 and 8.

Professional teaching practice

This research also considers what happens when PETE-PS teachers take what they have encountered in their course work into the field on PTP. Butler (2005) asserted that understanding what happens to PETE-PS teachers when they attempt to take a progressive pedagogy into the field is a necessary focus for physical education pedagogical reform and helps understand why some teachers adopt a pedagogically progressive curriculum while others stay with a familiar traditional approach. It is therefore imperative that physical education curriculum and pedagogy

researchers study what PETE-PS teachers learn in their coursework and how, and to what extent, this knowledge is transferred into practice (Rovegno, 2008). Furthermore, there is arguably an ongoing need for research that specifically examines the conditions which influence whether PETE-PS teachers emerge from their training as reproducers or reformers of outdated hegemonic orthodoxies (Dewar, 1989).

The PTP part of PETE-PS education provides a direct link between the theory taught at university and the real world of schools (Schon, 1997) where pre-service teachers are in the moment, confronting the practical, pragmatic and contextual challenges of teaching (Hickson, Fishburne, Berg & Saby, 2005; Power & Perry, 2004). This research sought to understand how PETE-PS teachers construct the subject content and purpose of sport teaching when they are confronted with the realities of teaching in a school setting, and the limits, constraints and possibilities for sport teaching and whether or not they can act upon the practice of sport teaching in physical education (Dewar, 1989) in South Australian secondary schools. International perspectives on these issues recommend careful scrutiny of the conditions that support and inhibit pre-service teachers to commit to curriculum models (University of Groningen, 2006). According to Gurvitch, Lund and Metzler (2008), few researchers have investigated pre-service teachers‘ implementation of innovations presented to them in their PETE program. Research into the limits, constraints and possibilities of interpretations of sport teaching that challenge conventional hegemonies that PETE-PS teachers experience, however, is useful as it can reveal factors that influence PETE-PS teachers‘ —planning and teaching decisions in the knowledge, persuasion, decision, and implementation stages of curriculum adoption” (Rogers, 1995 cited in Gurvitch, Tjeerdsma Blankenship,

Metzler & Lund, 2008, p. 469). The implementation stage is critical to the decision whether to adopt or reject innovation, and so examination of PETE-PS teachers‘ PTP experience is important for determining the conceptual changes that are stimulated by PETE course work and those that occur during PTP. With this in mind, this research engages with both course work and field placement experiences in the process of learning to teach.

Pill and Brown (2007) called for PETE-PS courses that emphasise progressive curriculum models so as to position PETE as transformative rather than reproductive. They acknowledged that PTP practice is a critical time, positioning PETE as potentially transformative as PETE-PS teachers‘ have the opportunity to apply and adapt theories in practice. Butler (2005) indicated that understanding what happens to PETE-PS teachers when they attempt to take innovative ideas out into the field is a necessary step in understanding why some teachers adopt pedagogically progressive practices while others stay with traditional approaches. This study is, therefore, important as it addresses what PETE-PS teachers‘ learn in their coursework and how, and to what extent, this knowledge is transferred into practice in the field (Rovegno, 2008). The literature review failed to reveal evidence of any systematic study of PETE-PS teachers‘ engagement with pedagogically progressive sport teaching while undertaking PTP in South Australian schools.

Significance of the study

The introduction revealed the significance of this study across six areas:

1. Historically, sport is a legitimating reason for physical education in schools and is often the dominant element of physical education (Senate Standing Committee, 1992). However, reform orientated physical education

theorists constantly call for school physical educators to address the educational shortcomings of sport-as-techniques (Kirk, 2010) curriculum design and enactment. These educational shortcomings have led to a persistent perception of physical education as important, but not necessarily an educationally valuable component of the school curriculum;

2. Many of the contentious issues surrounding physical education and its position at the margins of education revolve around what physical education stands for and what constitutes valued knowledge in physical education. The persistent marginalisation of physical education as a justifiable academic pursuit requires the reframing of contemporary sport curriculum and pedagogy in a manner that is ―defensible, rigorous and relevant" and ―as legitimate work" (Macdonald & Brooker, 1997, p. 5). This would contain ―education as the core reference point" (Penney, 2008, p. 38). This is especially pertinent given the initial exclusion of physical education from the Australian Curriculum framing and stages 1 and 2 of the implementation of the national Australian Curriculum;
3. PETE-PS education can either be a site for reproducing existing hegemonic conventions or a site for transformative practice that positions newly graduated PETE-PS teachers as progressive pedagogues and agents of reformative practice. It is therefore pertinent that the physical education sport curriculum and pedagogy research consider the limits, constraints and possibilities confronting PETE-PS teachers during their teaching apprenticeship in schools;
4. Physical literacy (Whitehead, 2001; 2006) has emerged as a contemporary philosophy to explain the physically educated person

(Fishburne & Hickson, 2005) in a defendable, rigorous and relevant manner. Mandigo and Holt (2004) connected physical literacy to the pedagogically progressive TGfU games framework by inferring games literacy‘ is the product of TGfU games teaching. Siedentop et al., (2011) positioned literate sport participants as an aim of the Sport Education pedagogical framework. The literature review considers sport literacy as a natural extension of physical literacy (see Chapter 4);

5. Developing physical education as a —connective specialisation” (Penney, Clarke & Kinchin, 2002, p. 55) where pedagogical content knowledge (Shulman, 1987) gained in PETE-PS course work engages teachers in schools (Macdonald et al., 2002) may be possible through pedagogically progressive sport frameworks (Penney et al., 2002). Few Australian PETE educators have investigated secondary PETE-PS teachers‘ implementation of innovations presented to them in their PETE program. This research is therefore of significance in further understanding the potential Australian PETE university course work has as a catalyst in sport teaching curriculum renewal; and
6. There is a need to provide PETE-PS teachers with a sport pedagogical framework through which they might construct, or re-construct, their apprenticeship of observation so that sport teaching is responsive to key issues surrounding meaning and inclusivity (Taggart & Sharpe, 1997). This research sought to contribute to the development of such a framework.

Conclusion

As mentioned previously, it is a premise of this research that physical activity programs and interventions are not the same as physical education. While lifelong engagement in physical activity is one aim of a physical education program ACHPER Victoria (2006) explained that physical education is differentiated from physical activity because it:

- Is a planned instructional program with educational objectives that reflect the curriculum documents; and
- It integrates intellectual, social, emotional and physical learning through movement.

The literature review (Chapter 2) examines in detail the curriculum and teaching paradigm associated with motor skill learning and the problems that critical theorists and pedagogical reformist writers have highlighted for physical education. Chapter 3 explores TGfU (Bunker & Thorpe, 1982; 1983) and SE (Siedentop, 1994; Siedentop et al., 2011) curriculum models as alternatives to the dominant sport paradigm within physical education, and considers Almond's (2010) proposition to revisit TGfU in a different format to explore and rethink its relevance.

One of the major outcomes of this research was arriving at a proposition that took account of TGfU and its relationship with SE, and sport teaching and learning for meaningful outcomes. As a result, I propose sport literacy needs to become the objective of sport teaching and curriculum planning in physical education. Sport literacy is the central focus of Chapter 4. As I conclude this introduction I ask a question similar to the one Emmel posed in 1979 at the ACHPER Values into Action Conference, –si the impact and influence of sport teaching in Australian physical education any more noteworthy now than say 10 years ago?"

Chapter Two: Related literature

The contrast between the confident place of sport in Australian society and the more tentative place of physical education within Australian education provides a deep irony (Saunders, 2005)

Introduction

This chapter examines the curriculum and pedagogical debate that exists within physical education, and in particular, sport teaching. It will be argued that physical education has been plagued with questions of about its legitimacy within curriculum time, and that these questions arise from the dominant paradigm of sport-as-techniques (Kirk, 2010) surrounding sport teaching design and enactment. I set out a case for rethinking sport teaching in physical education.

In Chapter 1 it was suggested that most knowledge that informs education in, through and about physical education (Arnold, 1979) is seldom part of the *educative experience* of physical education. Sport may have captured the attention, interest and imagination of Australian culture but as an activity, the congruity of associating sport with education and learning is not obvious. In my view the primary function of sport in physical education is educative. It follows then that the inclusion of any form of movement must demonstrate concrete evidence of educative benefits if it is to share curriculum time and limited resources with other and valued ways of learning.

Physical education: Contested ground

While this thesis is not directly about the contestation of physical educations' form and substance (as indicated in Chapter 1), these issues nevertheless influence

discussions about the need to rethink sport teaching in physical education. As Kirk (2010) stated, —the nub of the matter is what people *do* with these physical activities" (p. 3), not whether sport related activities are relevant as curriculum inclusions. Although Arnold's (1979) convention for physical education as education in, through and about movement may be recognised as the legitimising basis for Australian physical education (ACHPER, 2008), the review of literature suggests that physical education has often been fashioned as education *in* movement. Bailey (2005) suggested that the history of physical education has become one of paradoxical tension between *learning to move* and *moving to learn*, leading to competition between discourses that champion one or the other paradigm through which to consider the form and function of physical education.

In Chapter 1, I referred to Kirk's (2010) explanation of this tension as a by-product of residual ideas that continue to associate physical education with the drill pedagogy of gymnastics. In a historical context, this tension can be seen as one of emphasis. Where the word *physical* is accented a focus on education *of* the physical is prioritised, thereby placing emphasis on physical education as a form of training of the body (Gensemer, 1991). Alternatively, if the word *education* is emphasised a different —voice" (Penney & Chandler, 2000, p.77) arises where the discourse is about physical activity as the medium for learning. It is a premise of this research that although physical education lessons necessarily involve physical activity, physical activity in itself is not sufficient to justify physical education as a subject worthy to pursue during curriculum time (Macfadyen & Bailey, 2002).

Internationally, confusion also occurs over what constitutes physical and sport education, the aims of programs and the directions that should be pursued in physical education (Green, 1998; Kirk, 1993; Penney, 1998; Swabey, 2006; Tinning

et al., 1993). Kirk and Gorely (2000) indicated that the relationship between sport and physical education can be problematic for physical educators, while Kirk (2006) indicated that many physical educators insist that sport and physical education are separate entities. Confusion about the relationship between sport and physical education may also be entwined inside sport as a practice with multiple constructions within the school setting. These constructions include sport in physical education, sport teaching actualised as talent identification for elite sport (Kirk & Gorely, 2000), and sport actualised as little more than a time and space for physical activity accumulation (Pill, 2007a) through games that are often ‗ad hoc' or non-consequential (Dyson, Griffin & Hastie, 2004). Thus, a complicated mix of meaning associated with sport within school settings may be causal to confusion about the role of sport as a contributor to the goals of schooling and the purpose of sport teaching in physical education.

Concerns about the teaching and status of physical education

The great thought of physical education is not the education of the physical nature, but the relation of physical training to complete education, and then the effort to make the physical contribute its full share to the life of the individual (Thomas Wood, 1893)

Little appears to have progressed since Mutton (1981) expressed his concerns about the teaching and status of physical education in South Australian Schools to The Committee of Enquiry into Physical Education and Sport in South Australian Schools. He concluded that, "vague notions of playing games and sports are no longer adequate attitudes towards physical education" (Mutton, 1981, p. 13). Hickey (1994) later asserted that the claimed educational benefits of physical

education in Australian schools frequently did not match the practiced and experienced curriculum. He also indicated that the status of the physical education curriculum was framed by assumptions and contradictions that existed to create a mismatch between rhetoric and reality in the dominant ideologies and pedagogy that underpin teaching in physical education. Alexander, Taggart and Medland (1993) painted an equally unimpressive portrait of Australian secondary physical education. They called for a new approach to sport teaching to create a "circuit breaker" for the "self-reproducing failure of physical education" (Alexander et al., 1993, p. 12) occurring because secondary physical education teachers lacked "teaching perspectives" (Alexander et al., 1993, p. 12). Historically, student learning in physical education has not been a primary expectation of physical education teachers and school administrators (Smyth, 1995; Taggart, Medland & Alexander, 1995), resulting in curriculum deficits as important learning outcomes are neglected (Alexander et al., 1993).

Three decades on from Mutton's (1981) presentation, concerns are still being expressed about the nature and relationship of physical education to the curriculum in Australian schools. Penney (2008) argued recently that physical education is positioned at the periphery of Australian education. In Australia, and internationally, physical education has for some time struggled for acceptance as an academic subject in an increasingly crowded curriculum. It has been treated as subordinate to more academically esteemed subjects (Kirk, 1990; Sparkes, Templin & Schempp, 1990; Wright, 1996). Georgakis (2006) indicated that this was because "physical education has been located 'outside' the academic curriculum as a non-academic subject" (p. 46) due to its form and content.

While physical education and sport may be viewed by many as important elements of the school experience, the traditional method of sport teaching in physical education- that is, the emphasis on sport as technique (Kirk, 2010) and assumption that skill development precedes the use of skills (Harrison et al., 2004), has contributed to the perception that physical education is essentially non-academic. The language of learning and discourses about learning bear little resemblance to that of colleagues teaching other subjects in the curriculum, despite the requirement for complex thinking, ~~-~~mental decisions and adjustments" in order to be successful during play (Harrison et al., 2004, p. 186).

A technical sport teaching paradigm

Clennett and Brooker (2006) noted that as a result of Australian physical education teachers' narrow interpretations of curricula, the focus of teaching has frequently concentrated on students developing technical expertise for sport. This has invariably led to teaching that simply reproduces textbook movement techniques (Bunker & Thorpe, 1982; Grehaigne, Richard & Griffin, 2005, Kirk, 2010; Kirk & Gorley, 2000). Teaching prescribed movement patterns in sport practices and drills may be seen as a valuable part of a student's schooling, but not education (McNamee, 2005). Internationally, physical education has struggled to break free from the shackles of physical training (Kirk, 2010) and ideas about physical competencies (Kirk, 2010; Laker, 2002), but cognition in the form of knowledge and understanding is generally regarded as the most useful and valuable aspect of any field of education (Felshin, 1972). The marginalisation of cognition and understanding in current sport teaching leaves physical education open to criticism as essentially non-academic and, therefore, extraneous to the purposes of education

(Alexander & Luckman, 2001; Alexander, Taggart & Thorpe,1997; Green, 1998; Siedentop, 1992).

The supremacy of one type of knowledge (declarative knowledge of motor skill or sport specific ‗textbook' techniques and game rules) has constrained the knowledge base of sport in physical education and limited learning to psychomotor performance (an educational outcome emphasising the learning of fundamental movements, motor and sport performance skills) (Lumpkin, 2005). Wright and Burrows (2006) claimed that ability too often becomes defined as a single capacity and is made evident through effort and compliance (trying hard) to attain athletic performance or technical perfection. This perspective of ability serves to disconnect physical education ―from the ‗real stuff' of education", reducing it to a means of ―balancing long periods of sedentary activity of the academic tasks of schooling" (Tinning et al., 1993, p. 51). As a form of physical activity, sports may then be valued as a diversion from the academic goals of schooling, but ―have no educational significance in themselves" (Reid, 1996 cited in Green, 1998, p. 2). It is easy therefore to conclude that students don't need to engage cognitively during sport activities because the subject only emphasises physical activity (Kirk, 1988) and teacher contentment with students being little more than busy, happy and good (Placek, 1983).

The dominance of declarative knowledge (French & Thomas, 1987) framed as progressive, or ‗additive', motor skill acquisition (Annette, 1994; Jenkins, 2005; Kirk, 2010; McMorris, 1998) in a multi-activity curriculum (Alexander, 2008; Capel, 2007; Hastie, 2003; Laker, 2002; Launder, 2001; Taylor & Chiogioji, 1987) has meant that the educative potential of sport teaching has arguably remained unfulfilled (Siedentop et al., 2011). The problems and concerns for learning associated with the

dominant (technical) paradigm of sport teaching are explored in this thesis. I will, however, return to the subject of curriculum design later in this chapter. Before this, I will consider the main concerns that arise from a narrow technical paradigm for sport teaching in physical education.

Has sport teaching in physical education been de-skilled?

The prevailing orthodoxy that presents sport as merely a series of techniques in skill-drills ignores the context in which these skills are applied in games (Bunker & Thorpe, 1982; Mitchell, Oslin & Griffin, 2006). Vander Schee and Boyles (2010) suggest that fragmenting complex interactions into a series of routine simple steps is an example of teacher de-skilling (Carlson, cited in Vander Schee & Boyles, 2010, p. 78) and makes physical education teaching appear to be no more than a series of unproblematic step-by-step procedures. The scripted teaching of textbook based sport skill learning limits the design and enactment of sport learning and creates a boundary around the content, context and method of delivery and suggests learning is a series of unproblematic steps that can be expressed in an ideal lesson plan. I argue that what is enacted becomes a triumph of form over substance as this type of sport teaching lacks the —musculature of a focussed teaching-learning pedagogy" (Alexander & Penney, 2005, p. 289). Siedentop (1982) claimed the technical model of teaching placed too much emphasis on the acquisition of motor skills to the extent that other valued ways of knowing and developing meaning were marginalised or excluded. In particular, where a technocratic model of sport teaching prevailed, an unproblematic relationship between activity and learning was framed.

Laker (2003) asserted that teaching that is based on the technical model is —largely uncontextual" and —culturally irrelevant" (p. 153). It would appear that the

failure of physical education to visibly demonstrate its educative potential has led to the perception of it being marginal to the pursuit of schools academic and cultural goals. The literature presents evidence that textbook techniques based sport teaching has limited the focus of physical education (Kirk, 1997; Macdonald, 2004; Tinning & Fitzclarence, 1994) and contributed to the status of physical education as a marginal curriculum concern (Bechtel & O'Sullivan, 2007; Kirk, 1986, 1988; 2010; Macdonald, 1995; Penney & Chandler, 2000; Pissanos & Allison 1996; Siedentop, 1992; Sparkes, Templin & Schempp, 1993). Recently, Alexander suggested in a 2008 Keynote address that in Australia little had changed since Siedentop and O'Sullivan (1992) found physical education to be a marginal subject marked by casual settings, modest learning gains and program configurations that are dysfunctional for many students. Even when sport is taught by committed teachers it has been noted that the conventions associated with the teaching of sport as technique (Kirk, 2010) are such that many students learn little from the experience (Ennis, 1999; Kirk, 2010; O'Connor, 2006; Siedentop, 2002) because of the inadequacies in this design and enactment of sport teaching (Rink & Tjeerdsma, 1996). A mismatch exists between the rhetoric of physical education and the reality of the experience (Hickey, 1995).

Alexander and Luckman (2001) summarised the dominant Australian secondary physical education curriculum focus as a product of teacher interest, convenience and keeping students busy. They cited Locke's (1992) conclusion —that what has conventionally been offered in the name of PE has been a failure" (Alexander & Luckman, 2001, p. 244) and suggested that it was time to call for new ways to teach sport in Australian physical education. However, as noted earlier in this chapter, the dominant curriculum and pedagogically conventions persist despite

the argument that the traditional physical education model needs to be replaced if physical education is to be of educative relevance in secondary schools (Alexander, 2008; Crum, 1983; Kirk, 2010; Locke, 1992).

Multi-activity curriculum design

The units of instruction in physical education have also been criticised as too short to develop substantial learning outcomes (Alexander, 2008; Brooker, Kirk, Brauka & Bangrove, 2000; Crum, 1983; Hastie, 2003; Lock, 1992; Siedentop, 1994; Siedentop et al., 2011) and meaningful gains in sport knowledge (Pettifor, 1999) as students move from one form of sport to another in this multi-activity programming model (Alexander, 2008; Capel, 2007; Kirk, 2005, 2006; Penney & Chandler, 2000; Siedentop & Tannehill, 2000). Kirk (2006) explained that this conveys the message that the purpose of physical education is little more than to cover as many activities as possible. As a result, what is learnt is neither transferable nor sufficient to be useful in situations outside of school (Alexander, 2008; Capel, 2007; O'Connor, 2006).

Skill performance is in part determined by the amount of time spent performing a well defined task (Baker & Cote, 2003; Ericson, 1996 cited in Baker, Horton, Robertson-Wilsom & Wall, 2003), with expertise requiring substantial time invested in the accumulation of deliberate practice (Baker et al., 2003; Reid, Crespo, Lay & Berry, 2007). Australian literature on the topic has indicated that it takes between 240 and 600 minutes of instruction and practice time to become proficient in a fundamental movement skill (NSW Department of Education & Training, 2003), while other literature suggests thousands of hours of deliberate practice may be necessary to become an expert at a skill (Ericsson, Krampe & Tesch-Romer, 1993).

Deliberate practice is the idea that the practice must meet certain criteria to have any value towards the development of expert performance. According to Ericsson et al. (1993), deliberate practice:

1. Is not essentially enjoyable;
2. Is not unstructured play;
3. Is contextual to the skill being developed;
4. Emphasises experience; and
5. Involves activities selected by a teacher (or coach) to make learning possible.

Despite Australian physical education appearing to emphasise education *in* sport, accumulated experiences typical of a multi-activity curriculum model are not sufficient to become educated in sport. Launder (2001) observed that short units of work within the multi-activity curriculum plan limit the time students engage with content, which can result in a progressive and accumulated lack of readiness to engage with new or more complex motor skills and conceptual knowledge (Launder, 2001; Wein, 2001).

Students, therefore, engage in learning that does little more than scratch the surface of the subject matter. The curriculum inherently leads to a deficiency of sport skill acquisition and little understanding of sport (Bunker & Thorpe, 1982; Metzler, 2005; Siedentop, 1994, 2003). The multi-activity curriculum model can thus be considered both dysfunctional and an impediment to effective sport teaching n physical education (Alexander, 2008; Alexander et al., 1997; Crum 1983; Lock, 1992; Penney & Chandler, 2000). Its failure to provide for cumulative building of sport knowledge and skills, deep learning and understanding is due to the lack of connectivity between topic content (Bunker & Thorpe, 1982; Ennis, 2003; Kirk, 2010;

Mauldon & Redfern, 1969; Tinning et al., 2001). It is O'Connor's (2006) view that because of the multi-activity design model Australian physical education is inadvertently skewed towards rewarding the already athletic and capable students who have largely developed their skill and knowledge outside school, and who then –thrive at the expense of less skilled students" (p. 192).

Physical education: Rhetoric or reality?

Summarising the argument thus far, even if physical education was narrowly defined as learning *in* sport, and the sole goal of physical education was to educate students sufficiently for them to make the decision to keep playing sport, it could be claimed that physical education is failing its purpose. It is has been observed that many students leave school without the knowledge or motor skill competency that enables them to engage successfully in sport, even though they have apparently learned sport in physical education (Bunker & Thorpe, 1982; Kirk, 2010; Launder, 2001; Mitchell, Griffin & Oslin, 2006; O'Connor, 2006; Siedentop et al., 2011; Solomon, 2003; Thorpe, Bunker & Almond, 1986). However, if education in, through and about sport is supposed to inform the aims of Australian physical education (ACHPER, 2008) the rhetoric does not appear to match reality. The two features of physical education discussed above - sport as technique and multi-activity curriculum planning, contribute to the struggle by physical education to be seen as a legitimate subject (Solomon, Worthy & Carter, 1993).

The educational status of physical education and the subject's content are closely related issues. Kirk (1988) explained that the educational value of a subject is a crucial condition in determining its prestige, the resources it can command, and the contribution it can make to the educational experience of pupils. The standard

paradigm of physical education in Australia has, however, left physical education ~~-~~with something of a problem" (Kirk, 1988, p. 43). Education is obviously central to schooling, but the question arising from the review of literature thus far is, ~~-~~What contribution does physical education, through sport teaching in particular, make to the educational experience of students?" It appears that physical education has not been able to substantiate its claims in this area. Physical education, in part because of the dominant technical discourse and pedagogical practice associated with sport teaching, has left itself open to being dismissed as merely a ~~-~~mickey mouse" subject (Macdonald, 1995, p. 132).

Clarke and Nutt (1999) proposed that clarity of physical education content and coherence need to be such that students are challenged to learn something of value and not simply be encouraged to engage in trivial or repetitive pursuits. The prevailing paradigm surrounding sport teaching n Australian physical education, however, does not support this to occur. The literature suggests it is timely to think about a new discourse and pedagogical design model for physical education sport curricula.

Curriculum design is core work

This research considered curriculum design as central to the work of physical education teachers. Marsh and Wills (2007) explained that curricula contain three elements: the documented or planned curriculum; the enacted curriculum represented by the pedagogy of the teacher; and the experienced curriculum of the learner. Curricula should contain clear descriptions of product, or outcomes. That is, the explicit goals to be achieved, and processes for achieving those ends (Smith,

2000). The earlier literature review suggested these features are not evident in most school physical education curricula.

Conclusion

Summarising the literature reviewed in this chapter, cognition and thinking skills are not as prevalent in physical education as in other areas of the school curriculum (Murdoch, 2005). Furthermore, sport teaching in physical education is frequently disconnected from the features of community sport which make sport appealing and provide sport with its cultural meaning: for example, the culture and rituals of sport, the role of sport in the community, the development of identity and affiliation with a team, and the multiplicity of roles required in community sport (Alexander, 2008; Alexander et al., 1993; Laker, 2003; Siedentop, 1994; Siedentop et al., 2011; Taggart et al., 1995).

Two distinct objections that have been raised in the literature review:

1. Current sport teaching in physical education, framed as technocratic reproduction of textbook techniques in a multi-activity curriculum, delivers little more than superficial learning for the majority of school students; and
2. Sport curricula must be accountable for the core aspirations of physical education as education in, through and about movement.

The literature reviewed in this chapter cast doubts on whether the claims made about physical education are met in the reality of the designed and enacted curriculum. Improving sport teaching in physical education requires eschewing narrow aspirations for learning and instead seeing sport teaching as an opportunity to do more than focus on motor abilities (Bell, 2003; Kirk, 2010). The damning description of current physical education practice as ~~–~~individualistic, technocratic and

meritocratic discourses" (Hickey, 1995, p. 4) raises questions about the accountability of the core aspirations of physical education (ACHPER, 2008) and the need to transform prevailing practice (Alexander, 2008; Kirk, 2010). Hardman (2010) poses a question that is relevant to the motivation behind this research (Chapter 1) and the articulation of sport literacy (Chapter 4):

> A fundamental question is what should be done to secure a sustainable future for school physical education and sport? One answer […] is to confront the situation and address available options to help resolve some of the problems. Whatever the direction for resolution, there is little point in ‗fiddling' (p. 11)

As was discussed in Chapters 1 and 2, many physical education theorists believe physical education needs rescuing from the margins of the curriculum. As part of this reframing, sport within physical education must be designed and enacted to ensure that it is viewed as more than a one dimensional subject (Gateman, 2005) narrowly constituted as a single ability (Wright & Burrows, 2006). Kirk (2010) suggested that providing ‗more of the same' maintains the illusion that physical education achieves its core aspirations for learning, while also acting to avoid the issue of educative accountability.

Two progressively orientated sport and sport related games teaching curriculum models, both emerging from a contestation of the educational validity of the dominant physical education teaching paradigm, have substantially engaged the physical education and sport pedagogical literature since the 1980's: TGfU (Bunker & Thorpe, 1982); and SE (Siedentop, 1994). Both inform the design of a sport literacy framework for secondary school sport teaching in physical education (Chapter 4). Chapter 3 reviews the development of TGfU and SE, and examines

examples where the models have been combined.

Chapter 3: Teaching Games for Understanding and Sport Education

Existing programs and their associated pedagogies have not served teachers or students well (Taggart, Medland & Alexander, 1995, p. 16).

Introduction

This chapter has two main foci. First, it looks at development of the TGfU and SE models. The chapter reflects on their similar intents, illustrates where they have been used in tandem to enhance sport teaching in physical education, and identifies where TGfU and SE receive curricula support in recent Australian syllabus documents. Secondly, this chapter examines studies where TGfU and SE have been used in PETE-PS teaching and considers the relevance of rebranding TGfU for sport teaching.

Bunker and Thorpe (1982) devised the TGfU model after concluding that many children complete school not knowing sport, or how to play the sports that they supposedly learnt in physical education. Some of the TGfU precepts can, however, be traced back to the 1960‘s. Particularly influential in the illumination of pedagogical practice were Mosston‘s (1966) Spectrum of Teaching Styles, Wade‘s (1967) small-sided games framework, and Mauldon & Redfern‘s (1969) ‗new approach‘ to games teaching.

Spectrum of teaching styles

Mosston (1968) believed that one of the roles of a teacher was to participate ~~in~~ the evolvement of ideas” (p. 7). In 1966 he described the Spectrum of Teaching

Styles. It outlined a continuum of instructional strategies from teacher-centred command style teaching to student-centred indirect discovery styles (Metzler, 2005; Mosston, 1981). Mosston (1981) suggested that the spectrum presented physical education teachers with pedagogical options that helped the teacher to choose the teaching behaviour that best enabled them to meet specific teaching objectives. He positioned the teacher as the critical stimulus of the curriculum, the climate of learning and teaching behaviour through a —chain of decision making" (Mosston, 1981, p. 5). Teacher pedagogical decision-making was therefore presented as the key to effective physical education instruction (Mosston & Ashworth, 2002). According to Mosston, the planning intention of the physical education teacher should be to match instructional strategies to the tasks linked to the teaching objectives of the curriculum. He clearly articulated a connection between pedagogy and achieving task objectives (Mosston & Asworth, 2002).

Small-sided games

Wade (1967) proposed a small-sided games framework as the most effective structure to combine teaching technical and tactical attack and defence skills. His small-sided games framework involved using the minimum possible number of players for a competitive small-sided game. The small-sided games framework has been adopted as the preferred football development model (for example, see Football Federation of Australia, 2009a & 2009b; Wein, 2007). Small-sided situational games are now an established pedagogical practice in sport related games teaching and sport coaching (Metzler, 2005; Schembri, 2005).

Games teaching: A new approach

–*We do not call a person educated who has simply mastered a skill"* (Mauldon & Redfern, 1969, p. 1).

Mauldon and Redfern (1969) observed that the most frequently quoted reasons for providing curriculum time for games were assumptions about their role in socialisation and character building, value as healthy exercise, and importance as preparation for use of leisure in later life. However, they considered none of these defensible on educational grounds unless the games met the purposes and procedures appropriate to other educational activities, and the principles which underlie all good teaching. They not only raised the need to reappraise the pedagogical practice of games teaching, but also forwarded a curriculum structure for a „new approach' to games teaching. The curriculum structure contained three main elements: 1. Game categories; 2. Game analysis; and, 3. Structured situations for experiment and problem solving.

—Education does not consist merely in imparting expertise […] children's curiosity and interest in why and how things happen should be awakened and satisfied" (Mauldon & Redfern, 1969, p. 43). They suggested learning to appreciate and understand game playing was of equal importance as learning how to move: also suggesting that movement technique be allowed to develop within the context of a game. The game classification system they proposed was based on the tenet that all games involve one or more of three elements: 1) Sending an object away; 2) Gaining possession of an object; and 3) Travelling with an object. These elements were formed into game categories that linked the three elements in similar ways: a) Net games, concerned with striking an object and played in territories divided into equal sides; b) Batting games, where an object is hit into an opponent's territory; and c) Running games, where teams propel, strike, and carry an object. The game

classification system assisted teachers to design curriculum that connected game experiences. Game classification was later refined to four major categories and eight sub categories by Ellis (cited in Werner & Almond, 1990) (Table 1).

Table 1.

Ellis ‗game classification' framework (Cited in Werner & Almond, 1990)

Territory games
‗Goal' (eg. Football) and ‗Line' (eg. Rugby) games
Target games
‗Opposed' games where an opponent may directly influence the play (eg. Lawn Bowls), and ‗Unopposed' where players and their shots are independent of each other (eg. Golf).
Court games
‗Net' (eg. Tennis), and ‗Shared' (eg. Squash).
Field games
‗Fan' (eg. Baseball), and ‗Oval' (eg. Cricket).

Teaching Games for Understanding

To some, games teaching continued to be at best a series of highly structured lessons: others took a grimmer view. They saw a large percentage of students achieving very little success and students knowing very little about games by the time they left school (Bunker & Thorpe, 1982). In 1982, a model for teaching understanding of games in secondary schools was proposed by Bunker and Thorpe. The model continued the evolution of the small-sided games approach (Werner, Bunker & Thorpe, 1996) into a broader games curriculum model. Bunker and Thorpe (1983) believed that highly structured lessons relying on drill pedagogy focussed on reproduction of specific motor patterns did not adequately take account of the application of motor patterns in games. They did not dismiss the need for skill learning by drill, but proposed that effective skill learning must context motor patterns

to games (Thorpe & Bunker, 2010). A curriculum model outlining a sequential cycle of teaching (Figure 2) was based on the premise that game related decision making was not reliant upon the prior teaching of sophisticated enabling movement techniques. One of the defining characteristics of an "understanding approach to the teaching of games" (Thorpe & Bunker, 1982, p 9) was that unlike previous models, which typically started with specific skills, the cycle of learning started with the game (Thorpe & Bunker, 1986; Werner & Almond, 1990). TGfU, therefore, departed from traditional physical education game instruction by the assumption that "students learn best if they understand what to do before they understand how to do it" (Griffin, Brooker & Patton, 2005, p. 215). Bunker and Thorpe (1982) suggested a six-step cycle of student learning where game appreciation and tactical understanding preceded the development of specialised techniques. The model challenged the idea "of progression as an additive process by proposing that children could learn to play modified versions of games ahead of mastering the mature skills […] TGfU challenged the order of the skill-learning universe" (Kirk, 2010, p. 85). TGfU promoted a more cognitive approach to games teaching by positioning game understanding before technical skill development in the cycle of learning (Figure 2).

In the TGfU model, game appreciation was presumed to "always precede the response factors of skill execution" (Werner & Almond, 1990, p. 26). Game appreciation was the element that shaped student understanding of the rules and means by which play occurs. Metzler (2005) explained that where motor techniques lay at the heart of the traditional physical education curriculum, game appreciation and understanding became the organising centre of the TGfU approach. Game

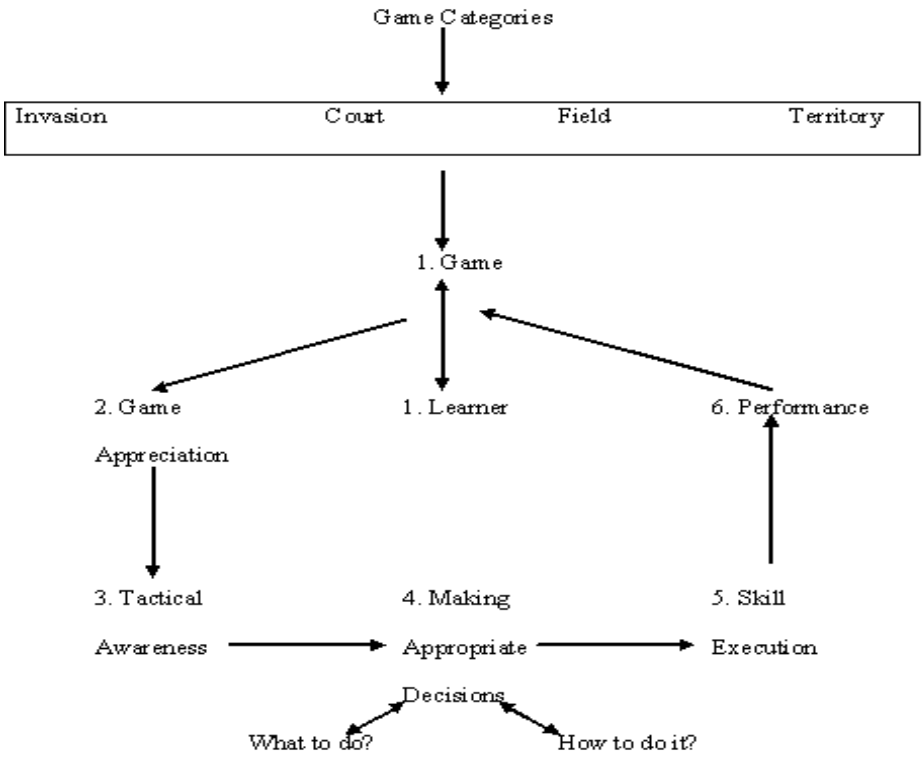


Figure 2. *The Teaching Games for Understanding model* (Bunker & Thorpe, 1982; Thorpe, Bunker, & Almond, 1984).

appreciation focussed teaching instruction on cognition by prompting three questions: ‗What is this game about?'; ‗What to do?' and, ‗When to do it?' (Bunker & Thorpe, 1982). The Target, Court, Field and Territory game categories were significant to the TGfU curriculum model (Bunker & Thorpe, 1982, 1983). Like Mauldon & Redfern's (1969) earlier model of games teaching, games with similar organising elements were connected together – this allows teachers to transfer game understanding between games of similar tactical expression. TGfU departed from the traditional physical education method (Metzler, 2005) as well as combining other departures (promoted since the 1960's) into one conceptual model. However, it was considered significant because it could also be understood as a curriculum model by its guiding pedagogical principles (Bunker & Thorpe, 1982). These are:

1. Sampling refers to the use of modified games and sport as way to experience adult versions of games. Game forms should be selected so that their similarities to adult versions are apparent to students;
2. Exaggeration of game structures, such as rules and play space, can be used to promote, exaggerate, control or eliminate certain game behaviours. Game structures can be modified to condition how play can occur so that tactical game knowledge and understanding are emphasised;
3. Representation refers to the use of modified small-sided games designed to suit the age and experience of the students;
4. Questioning assists student thinking and problem solving so that knowledge of ‗what' they must do, ‗when' and ‗why' they should do it develops together with knowledge of ‗how' to perform the necessary movements.

Teaching for understanding is supported by the pedagogical use of questioning as teaching (Griffin & Sheehy, 2004; Mitchell et al., 2006). Teaching for understanding represented a shift from the transmission method of instruction inherent in the traditional physical education approach to a more dialectic teaching approach (Bell, 2003) where the teacher acts as facilitator (Mitchell et al., 2006) leading students rather than always informing them (Griffin et al., 1997).

TGfU and Australian sport: Game Sense

In Australia, the TGfU model was presented as Game Sense (den Duyn, 1996, 1997a, 1997b; Thorpe, 1997). Game Sense was devised to challenge the traditional decontextualised coaching of movement skills and game knowledge and

to provide an alternative framework for sport teaching (den Duyn, 1996; Light, 2006; Light & Robert, 2010; Thorpe, 1997). Sport skill was described as "the performance of the technique in a game ... Technique + Game Context = Skill" (den Duyn, 1997b, p.6). Game Sense offered a game-centred model for sport teaching and coaching. A skilful player was defined as one who possessed knowledge of game options, understood their application and had the ability to execute decisions competently. The central focus was intelligent interaction in game play and "thinking players" (den Duyn, 1997b). The Game Sense model of TGfU provided an alternative structure for Australian sport coaching and teaching (Table 2).

Table 2

A Traditional Coaching Session and a 'Game Sense' Session

	Traditional		**TGFU-Game Sense**
↓	Warm Up	↓	Warm Up
	Skills and Drills Practice		Game Sense Game
	- skill feedback		Play Analysis (questioning)
	- skill feedback		- tactical feedback
	Game Practice		- skill feedback
	- skill feedback		Skill Practice (if necessary)
	- tactical feedback		Return to Game Sense Game
	Warm Down		Warm Down

The focus was on understanding the game play through "game centred rather than technique centred" (den Duyn, 1997b, p. 2) sport teaching and coaching. A Game Sense session structure provided the opportunity for participants to experience an initial game that contextualised motor skills, physical training and tactical learning (Table 2). This initial game allowed players to grasp the meaning of the activities that followed and assisted player understanding of the purpose of the

skills (movement and/or tactical skills) taught in the training components of the session (Pill, 2011b).

Game Sense also emphasised the use of small-sided ‗game sense games' (den Duyn, 1997a) to assist beginning players understand game play, develop and apply fundamental sport skill learning. This was demonstrated through the ‗Game Sense Cards' (den Duyn, 1997c) and reiterated recently in the Active After-School Communities ‗Playing for Life' kit (Australian Sports Commission, 2005).

Game Sense has evolved beyond the objectives of sport teaching to a game development model with three progressive stages (Pill, 2007, 2011b). Initially, beginners are introduced to fundamental sport skills by taking part in small-sided ‗games sense games'. Schembri (2005) stated that the importance of this "player-centred approach" (p. 3) centred on providing participants with the opportunity to answer questions and solve problems to develop cognitive, physical and tactical skills required to play games. Through game sense games players engage with principles of play (Grehaigne et al., 2005; Hopper, 1998; Pill, 2007) and movement techniques common to Invasion, Striking and Fielding, Net and Court, and Target games (den Duyn, 1997b; Schembri, 2005). Alternatively, game sense games could be themed via a specific sport within one of the game categories (Australian Sports Commission, 2005)

The second stage of game development involved the use of small-sided and mid-sized game structures. According to Bhaskaran (2000), a small-sided approach now employed a very limited number of players - (for example) 1v1, 2v1, 2v2 and 3v3 games (illustrated Table 2) to develop players' understanding and application of the basic attack and defense tactics used in a specific sport. The mid-sized approach involved designing modified sport experiences using a minimum number of players

(eg. a 9 a-side Australian Rules football team), limited rules and specific rule modifications to enhance participants game appreciation, understanding and sport specific skill development (Bhaskaran, 2000; Launder, 2001; Pill, 2007; Schembri, 2005; Wein, 2007). The final progression in the Game Sense model involves what Charlesworth (1993, 1994) termed designer games, with experienced sport participants. Charlesworth explained that designer games —chunk" (Charlesworth, 1994, p. 30) tactical, technical, psychological, competitive and physical skills into an economical package that simulates match conditions while honing specific skills and fitness requirements (Charlesworth, 1994). A designer game is one that is planned to further players' understanding of a specific game emphasis in a competitive game environment (Charlesworth, 1993).

Play Practice

Structured and purposeful game related practices are also a feature of the later Australian game-centred concept, Play Practice (Launder, 2001). Play Practice is similar to TGfU and Game Sense as all place an —emphasis on understanding" (Launder, 2001, p. 13) and strive to improve the design and enactment of games teaching. Like TGfU, Play Practice envisioned concepts being experienced in modified game-like conditions. Consistent with TGfU, Play Practice encourages teachers to —teach through and in the game" (Launder, 2001, p. 55). Unlike the Game Sense model, in Play Practice game sense is one of several elements required for successful game participation. Play Practice also differs from Game Sense in that there is no obvious emphasis on guiding player knowledge and game appreciation through the pedagogical practice of questioning.

Play Practice adds to the TGfU literature by explaining three pedagogical processes: focusing play; shaping play; and enhancing play. These three pedagogical processes clarify the TGfU strategies: of sampling, modification or exaggeration, and representation. First, each play practice is focussed on learning sport skills so that the activity is meaningful. Secondly, shaping refers to instructional processes that modify and centre play to the learner: for example, modifying rules or play space to constrain or encourage certain behaviours within a game. Almond (2010) suggested that Launder's (2001) use of the term 'shaping' is pedagogically important as it extends the TGfU notion of representation. Play Practice emphasises enhancing play via teachers/coaches pausing play to direct attention to elements of play requiring improvement. Like TGfU and Game Sense, Play Practice encourages teachers to adopt a 'tool kit' of instructional strategies to develop sport techniques, game understanding and appreciation to achieve task objectives. These strategies include 'fantasy game' situations, small- sided play practices, task cards and skill drills (Launder, 2001).

TGfU 'tactical games' iterations

In Australia, TGfU and Game Sense are also central to 'Play with Purpose' (Pill, 2007a). While TGfU proposed a cycle of student learning and Game Sense suggested a template for coaching sessions they did not suggest how to implement the pedagogical principles to support teaching for understanding at different stages of the school curriculum (for example: junior primary, primary and secondary). Rink (2010) illustrated this when discussing TGfU pedagogy:

> The 8-year old dribbling a basketball is likely to perceive the experience as playing basketball. A 13-year old engaged with the

same activity is likely to perceive the same activity quite differently perhaps asking, ―When can we play the game? (pp. 34-35)

Play with Purpose provided a structured pathway from small-sided game sense games to mid-sized modified sport in physical education. It proposed a progressive three phase curriculum structure: 1. Game Sense games to develop fundamental sport skills in game categories; 2. mid-sized (Bhaskaran, 2003) modified sport to introduce specific sport forms; and 3. Game Sense applied in the SE model.

TGfU is also known internationally as PlaySmart (Bell, 2003; Bell & Penney, 2004), the Games Concept Approach (Leow, Fry & Koh, 2004; McNeil et al., 2004) and the Invasion Games Competence Model (Musch et al., 1998). TGfU has also been incorporated into a structured sport teaching approach known as Tactical Games (Griffin et al., 1997; Metzler, 2005; Mitchell et al., 2006). The Tactical Games approach (Figure 2) is a model less reliant on physical education teachers developing their own individual sport specific knowledge. The curricula knowledge and organisation structures presented ―a complete package for teaching" (Mitchell et al., 2006, p. 5). Mitchell et al. (2006) suggested that the Tactical Games approach addressed the traditional divide between sport skill and tactical learning by:

- Explicitly linking sport specific tactical problems to knowledge formation by practicing solutions to tactical problems, and the assessment of both on-the-ball and off-the-ball game performance; and
- Identifying content relevant for learning ―planned in developmentally appropriate progressions based on the development of game understanding and performance skill" (Mitchell et al., 2006, p. 485), and giving explicit descriptions of complete units of work.

The prescriptive nature of the Tactical Games approach was predicated on the assumption that many physical education teachers have problems linking the skill and tactical components of games (Griffin et al., 1997; Mitchell et al., 1994).

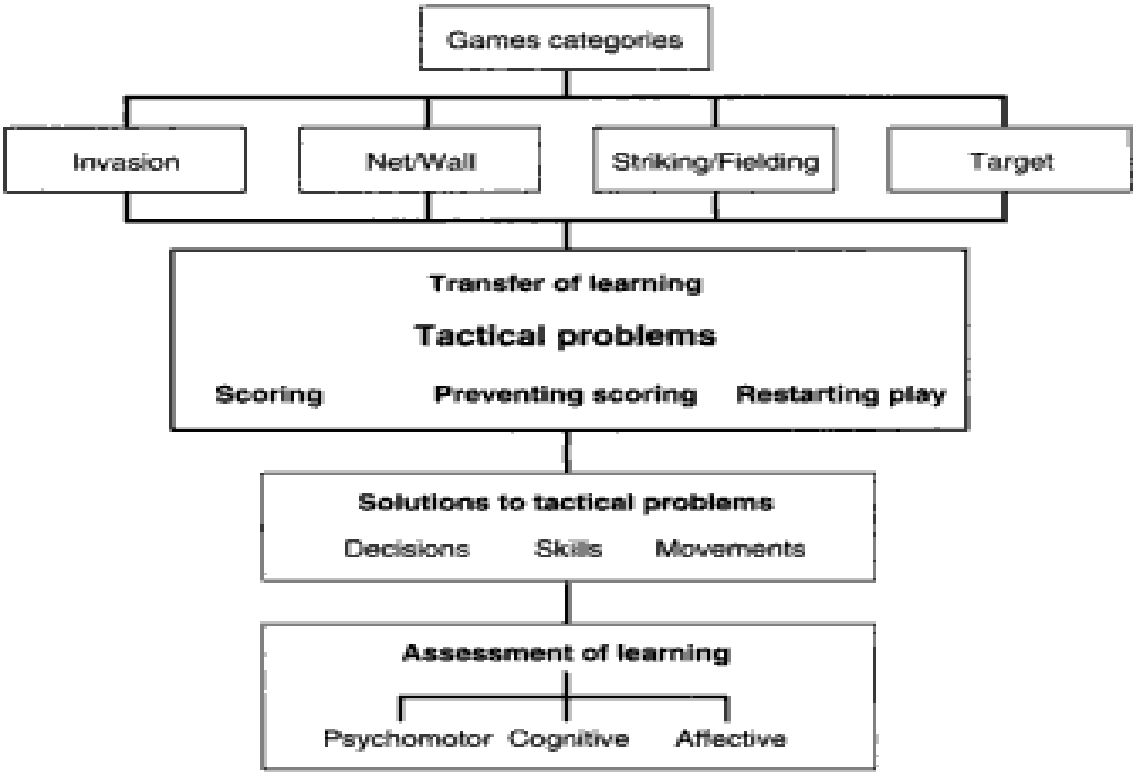


Figure 3. The Tactical Games approach (Mitchell et al., 2006, p. 485)

TGfU and skill-drills

Much of the early TGfU research was presented as a scientific form of methods advocacy (Rink, 2001), an ‑essentially adversarial or binary approach of technical vs. tactical teaching" (Chandler & Mitchell, 1990, p. 20) that attempted to validate the claims of TGfU as offering a more substantial pedagogical framework than the sport as technique ‗skill and drill' approach. The value of this research has been questioned (Holt et al., 2002; Rink, 2001; Sicilia-Camacho & Brown, 2008; Silverman, 2003) because developing players' competence and knowledge requires a pedagogy that incorporates multiple instructional strategies (Griffin et al., 1997;

Metzler, 2005; Mosston, 1981). The research also misinterpreted TGfU as it retained direct teaching ‗skill and drill' instruction in sport teachers' pedagogical tool kit.

Multiple instructional strategies are required as movement technique and cognitively orientated tactical learning are each needed when learning to play and understand a sport. Direct instruction can often be the most appropriate instructional approach for teaching students specific motor skill patterns (Magill, 2004; Siedentop & Tannehill, 2000). Hopper (2002) concluded that the technical vs. tactical —comparison ignores the complexity of learning to play a game" (p. 44). Mawer (1999) concurred. He pointed out that ‗good' teachers' use the appropriate pedagogy at a particular point in the students' development of playing and understanding games. This was also an idea central to Mosston's spectrum of teaching approaches (Mosston & Ashworth, 2002).

An adversarial binary approach represented in tactical vs. technical methods research, therefore, misses the point when it comes to a research approach to inform sport teaching in physical education. Methods advocacy generally does not consider what features support or limit teachers when they are designing curricula promoting —more authentic learning for students through the marrying of theory and practice" (Brooker & Clennett, 2006, p. 5). Contrary to the way in which TGfU may have at times been (mis)represented, it never suggested pushing aside concerns for direct motor skill learning or that motor skill learning was unimportant (Thorpe & Bunker, 2010). TGfU, and in Australia Game Sense, asserted that skilled play is contextual and, therefore, teachers must appropriately attend to both tactical and technical learning by choosing appropriate instructional strategies (Bunker & Thorpe, 2008).

Sport Education

The traditional teaching of sport in physical education, described in Chapter 2, involve teaching sport in a way that is removed from the experience of sport in authentic settings, such as community sport. SE (Siedentop, 1994) is another departure from the traditional sport-as-technique (Kirk, 2010) physical education curriculum, and was conceived originally to counter the cultural and educational shortcomings of sport teaching in physical education (Jones & Ward, 1998). Siedentop (1994) explained that SE provided a —curriculum and instructional model designed to provide authentic, educationally rich sport experiences in the context of school physical education" (p. 3). The idea for SE emerged from a five year study by Siedentop and his doctoral students. Siedentop's research confirmed that most school physical education programs used a multi-activity curriculum characterised by short units of work and the majority of class time was spent in drills that could not be transferred easily to the requirements of the game environment. Siedentop concluded that sport frequently became a marginalising and embarrassing experience for less skilled students, while the more-skilled students dominated the action (Siedentop et al., 2004):

> Games were so poorly played that one would likely conclude that these experiences would discourage students from wanting to learn or play those games outside of the physical education class [...] Many students would become so bewildered and feel so out of place that they would do everything in their power to avoid being put in such an embarrassing situation. These observations were in stark contrast to those of interscholastic sport, where enthusiasm and excitement often existed (Siedentop et al., 2004, p. 3)

The distinction between SE and the traditional sport-as-technique (Kirk, 2010) approach lies in the curriculum and instructional emphasis of SE. SE emphasised depth rather than range, ie. SE suggested greater depth of content coverage by extending the time spent engaged with one sport. It expanded the set of curriculum goals to include movement technique and tactical understanding, personal and social skill development, and cultural and social understanding of sport. A central tenet of SE was providing students with opportunities for role responsibility in addition to the role of player (Siedentop & Kinchin, 2003; Siedentop et al., 2011). Metzler (2005) summarised that SE is also —designed as a way to pass down our sport culture in a way that features sport's most positive characteristics" (p. 302). Siedentop indicated that SE aimed to foreground tactical development, in comparison to traditional physical education which had tended to promote movement skills in isolation from their contextual application in games (Siedentop, 1995). This suggests TGfU and SE have a common objective, although SE goes further in its expansion of the goals of sport teaching.

SE was designed to provide a more authentic sport experience in physical education and to convey the culture of sport by presenting sport in a more complete form, in comparison to traditional physical education where the focus is on one element, technical motor skills (Siedentop, 1994). The six features of SE that provide a more authentic experience are:

1. Longer units of work replicating a _season' of sport;
2. Team affiliation by retaining team membership for the season;
3. Formal competition between teams;
4. Record keeping to allow team performance records to be evaluated and published;

5. Festivity through team symbols, such as colours, logos and posters, and the celebration of fair play; and
6. A culminating event to define and conclude the season, replicates the culture and social practice of sport, and provides a sense of authenticity to the sport season (Siedentop et al., 2011).

Most of the research on SE has dealt with student and teacher experiences of the model, resulting in substantially positive commentary about SE as a model more inclusive of students as learners in a more authentic sport context (Bulger, Mohr, Rairigh & Scott Townsend, 2007; Wallhead & O'Sullivan, 2005). Three specific reviews of the SE literature have occurred (Kinchin, 2006; Hastie, Martinez & Calderon, (2011; Wallhead & O'Sullivan, 2005). Wallhead and O'Sullivan (2005) reviewed the empirical research evidence on SE, and reported teachers' perceived the model to foster personal and social skill development, student game play competency and greater levels of equitable participation. Kinchin's (2006) review of the SE research literature recognised the barriers to implementation of SE as timetabling, staff expertise, pupil familiarity with the content, and teacher ability to address equity and inclusion issues. Both Wallhead & O'Sullivan (2005) and Kinchin's (2006) reviews suggested that SE's emphasis on persistent team membership promoted personal and social development and student enthusiasm, and even preference for, SE compared to previous time in physical education. Hastie et al. (2011) review of the SE research that occurred since 2005 concluded that "Sport Education continues to be seen as an attractive model for teachers and students" (p. 129), and "that enthusiastic responses by students have been significantly substantiated'" (p. 129).

In Australia, SE is possibly better known as SEPEP, the Sport Education in Physical Education Program (Alexander et al., 1995). During the 1990‘s substantial interest was shown in the SEPEP approach, and this was propelled by the SEPEP manual released by the Australian Sports Commission and promoted through the National Aussie Sport Unit, and research and trials of the program with teachers led by Alexander and his colleagues at Edith Cowan University. Alexander and Luckman (2001) summarised this research with teachers as indicating SEPEP —can be an exemplary context for pursuing a broader range of learning outcomes than PE has traditionally sought and achieved, and that many teachers‘ disappointments with the nature and quality of interactions with students can be overcome” (p. 243).

Two major iterations of SE that have emerged are the Sport Education Seasons PASE (Pedagogical approach to sport education) model (Bulger et al., 2007) and Hastie and Buchanan‘s (2000) Empowering Sport. The PASE model was formulated in response to its authors‘ observations that initially many physical educators have difficulty implementing the SE model. In the PASE model, the distinctive features of SE are applied to a traditional physical education lesson format (see Table 2.). Hastie and Buchanan (2000), however, pursued a different path and examined the prospects of a coalition with the Teaching Personal and Social Responsibility (TPSR) model (Hellison, 2003). They argued that TPSR goal levels, the teaching strategies for developing personal and social responsibility awareness and reflection were able to sit comfortably within the structure of SE. The Empowering Sport model emphasised game creation as part of the student empowerment, rather than the adoption of already existing modified sport rules. It stressed personal empowerment as well as the skill development, game development and role responsibility goals of SE. It is relevant to note that the 5

TPSR levels are evident in the 7 levels for personal and social outcomes assessment in the SEPEP Program (Alexander et al., 1995). Most texts, however, present SE and TPSR as separate curriculum options for physical education programs (see, for example, Metzler, 2005).

Sport education and physical education

Alexander and Luckman (2001) argued that SE represented another attempt to rescue physical education from perceptions of it as marginal subject and questions about the educative relevance of sport in physical education. Kirk and Macdonald (1998) asserted that advocates of SE view it is a form of physical education that offers students meaningful, authentic and differentiated participation, and hence enhances sport teaching in physical education. Wallhead and O'Sullivan (2005) provided a comprehensive review of the SE literature. They stated SE had the potential to promote more positively and fully the cultural dimensions of sport while challenging the exclusionary discourses typically characterising institutionalised sport. Shehu (1998), however, cautioned that while SE represented "a scholarly attempt to rehabilitate an understanding of physical education" (p. 2) further work was needed to develop its central assertions. Alexander and Penney (2005) went further, and cautioned that unless SE was implemented with the intention of faithfully achieving its 3 curriculum objectives (competent, literate, and enthusiastic sport participants):

> what remains is a rather 'skeletal' organisational structure, lacking the 'musculature' of a focussed teacher-learning pedagogy. Form triumphs over substance [...] without a substantive pedagogy, Siedentop's model is in danger of becoming 'sport' without the

education‘ (p. 289).

TGfU and Sport Education: Similar intentions

TGfU and SE have similar pedagogical aims: to develop students‘ tactical and motor skill competency, games literacy and enthusiastic participants (Dyson et al., 2004). Both models challenge traditional sport-as-technique (Kirk, 2010) teaching. SE includes the objective of Game Sense in becoming a competent sport participant (Siedentop et al., 2011). Both TGfU and SE models support the inclusion of a cluster of pedagogies to achieve specific learning objectives (Bunker & Thorpe, 2008; Siedentop et al., 2011).

Given the complementary objectives of TGfU and SE, it may be surprising that there are few reported studies of Australian curriculum featuring SE and TGfU, or SE and Game Sense. At Edith Cowan University the SE model has been used as an organising framework within which TGfU might be utilised. Described as the Clinic-Game Day model, this hybridisation of SE and TGfU was trialled in PETE-PS teacher education (Alexander & Penney, 2005). A Clinic–Game Day lesson cycle, in which teacher mediated clinics work on technique or tactical development and game day lessons for match play were structured through duty team and individual role responsibilities typical of SE. The motivational effects of combining instruction from a Tactical Games perspective within a SE season were also explored in PETE-PS context (Roberts, 2007). The research indicated that increase in effort, enthusiasm and competence provided an argument for the inclusion of —student centred innovative pedagogical approaches” (Roberts, 2007, p. 41) in PETE-PS settings. It also suggested that combining TGfU practices with a SE season may —help marry‘

the theory-practice divide which currently exists between the two approaches" (Roberts, 2007, p. 46). This is the goal too of sport literacy (Chapter 4).

Using TGfU teach games in SE has been recommended previously (Siedentop et al., 2011) as have suggestions in the literature for using SE as a framework through which to implement a Tactical Games approach (Mitchell et al, 2006). Gubac-Collins and Olsen (2010) chronicled a beginning teacher's 5 year experience implementing a Tactical Games approach within SE. They concluded that despite the difficulties that beginning teachers have with limited sport content knowledge, they should learn both models together and implement them concurrently. The managerial benefits of SE, such as team consistency from lesson to lesson, mean that logistics are in place from the start that continues into subsequent lessons. Collier (2005), however, concluded differently, suggesting that beginning teachers are best served by implementing SE and the Tactical Games approach separately.

Hastie and Curtner-Smith (2006) reported a teaching experiment that trialled a hybrid SE–TGfU unit with sixth grade students. The model followed the organisational structure of SE, but with the skills and tactics taught using problem solving and guided discovery pedagogy typical of TGfU. The research found that the work was –labour intensive" (p. 1) as a hybrid SE-TGfU unit placed extra demands on the teacher. The research concluded that to deliver a hybrid SE-TGfU unit, a teacher would need to –possess superior content and pedagogical content knowledge" (p. 2) – ie. Considerably more than most physical education teachers possess, to tackle this hybrid TGfU-SE unit. Kirk (2006) indicated that teachers resisted TGfU informed teaching because they lack of in-depth knowledge of specific

sports, and because they might find teaching sports techniques out of context less challenging than teaching tactical game understanding.

Quay and Peters (2007, 2008) proposed that a _nested' curriculum design (ie. one that contains a number of physical education curriculum models, such as TPSR, TGfU, SE and Games Making) allows primary school class teachers to include each model in the weekly physical education program. They stated this curriculum design reduces the reliance on highly developed content expertise to teach games in physical education. I suggest that reducing expectations on teachers as content experts serves only to propagate a surface approach to learning in physical education (This will be discussed further in Chapter 4). The Quay and Peters model (2007, 2008) also fails to learning about sport as a socio-cultural and vocational construction, simply presenting a _set menu' of pedagogical features in the weekly program. Quay and Peter's positioned TPSR as the curriculum driver, but some years earlier Holt (2005) presented a similar curriculum design, but one highlighting SE. Both took an inclusive approach to physical education models rather than the _vs.' notion of models advocacy.

Teaching sport for understanding remains an emerging idea in Australian physical education

The theme of this research is teaching sport for understanding. Anecdotal evidence suggests Game Sense is well recognised in Australia as an objective for sport teaching and coaching. It is promoted in the Active After Schools Community Playing for Life program, (Australian Sports Commission, 2005), the Australian Sports Commission junior sport philosophy called Playing for Life (Australian Sports Commission, 2011) and in coach accreditation programs (Australian Sports

Commission, n.d.). However, research suggests teaching sport for understanding is not fully understood and has had little impact in the Australian physical education community (Alexander, 2008; Harvey, 2003; Forest, Webb & Pearson, 2006; Light, 2003a; Light & Georgakis, 2005; Peters & Schuck, 2009; Pill, 2009a; Webb & Pearson, 2008). Light & Georgakis (2005) claimed physical education has been slower to adopt student centred inquiry oriented teaching approaches than other learning areas. From an international perspective, Singleton (2008) indicated that constructivist orientated teaching approaches like TGfU have often been resisted because physical educators lack experience with tactically orientated game structures and student centred teaching strategies. The successful implementation and acceptance of SEPEP in Australian physical education (Alexander & Luckman, 2001) prompted me to ask if the integration of Game Sense with a SE structure may help ‗marry' the theory-practice divide which Roberts (2007) indicated exists between the two approaches. I also asked whether PETE-PS teachers who have been taught Game Sense and SE as integrated models are likely to take what they have learnt in coursework into schools, and be agents for constructivist teaching.

Teacher education has the potential to be a context for curriculum pedagogical innovation in Australia (Chapter 1), but efforts to pursue the transformative potential of such work in Australia have arguably been limited. Australian PETE-PS programs appear to have adopted Game Sense and SE models as components of PETE-PS teacher education (Alexander & Penney, 2005; Forest, Webb & Pearson, 2006; Light 2002a, 2003a; Light & Georgakis, 2005; Pill, 2009a; Peters & Schuck, 2009) more readily than schools have adopted the models or their pedagogical imperatives into the design and enactment of sport related teaching.

Curriculum support for TGfU and Sport Education

The fact that a gap exists in research literature on teaching and learning sport for understanding is perhaps surprising given recent Australian State and Territory curriculum documents and syllabus support materials connect with TGfU and SE. SE is curriculum requirement in Victorian schools (Victorian Curriculum & Assessment Authority, n.d.), Game Sense is seen as instrumental in the teaching of games and sport in New South Wales (NSW Department of Education & Training, 2003) and Tasmanian schools (Department of Education Tasmania, n.d.), while Tactical Games was indicated in the Queensland curriculum source-book modules (The Office of the Queensland School Curriculum Council, 1999) and in Western Australia Senior Physical Education curriculum (Curriculum Council of Western Australia, 2008). In South Australia, where this research was carried out, the curriculum syllabus document (DECS, 2004) included sport education as well as sport as content in physical education. The SACSA H&PE Curriculum Physical Activity and Participation outcomes for game and sport teaching are indicative of TGfU and SE pedagogy and curricula experiences at Standard 4 (Year 8) and Standard 5 (Year 10) (see Table 3).

The SACSA H&PE Framework is specific to the context within which this research project occurred. The SACSA Framework draws on a constructivist view of learning to encourage a culture of lifelong learning in general education, enterprise and vocational education. "This enables students to develop and refine, throughout their formal education, creative, innovative and collaborative ways of living and working; and to consider the evolving future possibilities for work and recreation in their lives" (DECS, online, n.d.). The H&PE syllabus envisions learning "about, and through" the knowledge, practices, skills, attitudes and values that contribute

profoundly to the development of human identity because they —infuse everyday life and have significant influence on the quality of the life of an individual, and of the groups and communities they belong to (Department of Education, Training and Development, 2003, p. 11). Furthermore, the acquisition of knowledge, skills and capabilities are not only needed for creating identity and building interpersonal capacities, they also play a role in students' futures, as learning —must prepare students to engage with a rapidly changing world" (Department of Education, Training and Development, 2002b, p. 12). Encouraging students in critical reflection and the recognition of diversity of —abilities and preferences" in and through physical activity and participation is an integral element of this vision (Department of Education, Training and Development, 2002b, p. 101).

While a syllabus may provide a stimulus for change, it is often relatively ineffective in the reform process (Clennett & Brooker, 2006; Macdonald et al., 2002). Clennett and Brooker (2006) postulated that a lack of _strong focus' on the recent curricular documents by teachers has undermined the vision of new curricula. They proposed that engagement with the curriculum vision of the curricula is essential where the curriculum is conceptually different from previous understandings and where it challenges embedded understanding of the purpose and process of teaching. Similar to research by Curtner-Smith (1999), Clennett and Brooker (2006) concluded that teachers are resistant to the changes contained in new curricula, show little enthusiasm for pursuing knowledge of it, and adopted a passive stance in terms of developing their personal knowledge through meaningful opportunities.

Table 3.

SACSA Health and Physical Education Curriculum Physical Activity and Participation Outcomes (DECS, n.d.)

At Standard 4, towards the end of Year 8, the student:

4.1 Reflects on the use of specialised skills in various social contexts (including teams) and is able to modify skills to improve performance.

This includes such learning as:

- becoming more confident in social and working contexts as potential administrators or organisers in community activities.
- is able to respond to, and provide appropriately critical, feedback to improve the performance of self or others.
- identifying and initiating roles and responsibilities required to create and maintain rewarding and effective relationships in team structures (eg player, coach, umpire and administrator), in ways that cater for diverse participation populations.
- reporting on the extent of the commercial industry developed around sport, fitness and recreational pursuits. Students consider education, training and work pathways to gain an insight into the opportunities that are or will be available.

At Standard 5, towards the end of Year 10, the student:

5.1 Participates in a range of physical activities while planning and evaluating various roles they can take in the community to develop their interests and assist others.

This includes such learning as:

- demonstrates involvement in a range of pursuits in school and community settings (eg playing for the local club, bushwalking).
- applying the processes and principles involved in skill development, including feedback from others and coaches, to assess their performance and to critically explore the factors that influence participation and affect learning, performing and improving skills in themselves and others.
- identifying and reporting on local community facilities for physical activity and sport, analysing their suitability in catering for the needs of a diverse community, and considering what factors may improve accessibility to those facilities.
- acknowledging that involvement in a variety of roles in community sports and recreation activities develops a sense of worth in relation to their identity and the identities of others.

Detailing suggested content and describing units of work through curriculum models is insufficient to bring wide scale change to teaching practice. If they were, pedagogically progressive sport curriculum design and enactment would be further progressed and have penetrated teaching practice more meaningfully than Australian researchers indicate it has. Historically, it is indicated that secondary physical educators find it particularly difficult to let go of their normative practice (Locke, 1992). Mauldon and Redfern's (1969) 'new approach' was targeted at primary school teachers as they recognised the difficulty in changing secondary school physical education practice. Butler, Oslin, Mitchell & Griffin (2008) noted that physical education curriculum and pedagogical change requires struggle and effort as it deals with the unfamiliar and that this is enough to dissuade many teachers from an initial attempt. Compounding the historical conservatism and entrenchment of practice is little, if any, external or regulatory pressure for physical educators to change practice. O'Sullivan, Siedentop and Tannehill (1994) had previously suggested that it is not uncommon for teachers to ask 'Why bother?' if there is no regulatory or external pressure to change practice.

This chapter has, so far, examined the development of TGfU and SE models in physical education, their application to sport teaching and emergence in curriculum documentation. It has been explained that TGfU and SE curriculum models have been represented as different responses to similar concerns about the form and substance of sport teaching in physical education. The review has suggested that despite curriculum document support, TGfU and SE have not become embedded practice in Australian physical education, and the teaching intentions of the models are still emerging. This may be a consequence of physical educations general treatment of TGfU and SE (and other models like TPSR) as

competing, rather than complementary, instructional models. Recently, examples of complementary use of the models have begun to emerge in physical education literature.

The review of the literature (Chapter 1 and 2) suggested that both the discourse associated with the design and enactment and the practice of sport teaching in physical education are interrelated concerns. As explained in Chapter 1, the context for this research is PETE-PS teaching, and the limits, constraints and possibilities facing a university attempting to promote enhanced sport teaching in secondary physical education through a broader set of curriculum expectations. This chapter will, therefore, conclude by reviewing studies of TGfU and SE in PETE-PS teaching.

PETE-PS teachers, TGfU and Sport Education

Teaching games for understanding

A number of studies have considered PETE-PS teachers‘ experiences with and implementation of a TGfU curriculum model (Butler, 1996, 2005; Gubacs-Collins, 2007; Howarth, 2005; Light, 2002a, 2003a; Light & Tan, 2006; McMahon & MacPhail, 2007; Peters & Schuck, 2009). Studies in this area have tended to show that a traditional textbook approach is easier to implement than TGfU, and that a TGfU approach requires greater pedagogical and game knowledge than a traditional technical approach towards sport skill teaching.

Hopper and Rossi (2001) signalled that there is typically resistance among PETE-PS teachers to alternative constructions of physical education due to the pervading influence of past experience on their conceptualisation of what physical education should be. Light (2003a), however, reported positive responses by

generalist primary school pre-service classroom teachers engaged in a compulsory undergraduate subject with a focus on TGfU. The inclusive and social nature of the learning experience and the foregrounding of cognitive dimensions of play were central in the identification of this experience as positive.

The ability to transfer the positive experiences in learning to teach through engagement with a TGfU approach to the enactment of teaching in school settings, however, is not easily achieved by the pre-service teacher (Wang & Ha, 2009). Peters and Schuck (2009) found that, while primary years' pre-service teachers embrace the TGfU concept within tertiary practical activities, they could not readily transport it to school settings because of the complexities present in conceptually shifting away from a heavily embedded teacher directed approach. Gubacs-Collins (2007) also highlighted the "deeply ingrained technically oriented focus about games teaching" (p. 118) as a reason for PETE-PS teachers initial reluctance towards a TGfU approach.

Wright, McNeil, Fry and Wang (2005) found after experiencing a tactical approach, secondary pre-service teachers indicated a preference in using a tactical approach in their upcoming professional teaching experience placement. The attraction of involving students in a cognitive process related to developing students game sense was the major attraction of a TGfU related tactical approach. Howarth (2005) suggested that the appeal of a TGfU approach to pre-service teachers lay in the immediacy of student engagement in game competition and social interaction. However, lack of experience in content, relating content to students through appropriate cognitive demands and in motivating students to be active in the development of tactical understanding were factors limiting the enactment of the approach. A lack of sport content knowledge in the areas of game structure and

strategies, and inexperience with the design and enactment of deductive question, were indicated as problematising pre-service teachers‘ use of a TGfU model Howarth (2005). Wang and Ha (2009) came to similar conclusions from their investigation of PETE-PS teachers perceptions of TGfU.

Factors specific to school settings have been highlighted as limiting PETE-PS teachers implementation of a TGfU curriculum model. These factors included a lack of space, facilities, equipment, time, low student skill level, students‘ unfamiliarity with and poor attitudes toward the teacher enactment of the model, and the student teachers‘ lack of skill in the use and construction of questioning (McNeill et al., 2004; Wright, 2007; Wright et al., 2005). Fear of failure through an unsuccessful lesson has also been identified as a reason why final year PETE-PS teachers hesitate to use a TGfU approach (Randall, 2008). There does not appear to be any research in Australia into PETE-PS secondary school degree teachers engaging with TGfU as Game Sense with SE, as featured in this research.

Sport Education

A limited number of studies have considered pre-service teachers engagement with learning to teach SE. Collier (1998) suggested that the implementation of SE into PETE-PS education aligned familiar content (sport) and the positive personal experiences with sport that draw many pre-service teachers to physical education teaching with the extension of those experiences into their future profession as teachers. McCaughtry, Sofo, Rovegno and Curtner-Smith (2004) found three difficulties for pre-service teachers learning to teach SE: Resistance to the incorporation of the unique features of SE into their future practice; misunderstanding of the role of skill development in SE; and, a retreat to the safety

of skill drills or non instructional games. As SE is a complex model the need to continually reteach the model to reinforce pre-service teacher retention of curriculum and pedagogical learning was indicated. Collier (1998) and Penney, Kinchin, Clarke and Quill (2005) provided support for this intention. Collier (1998) highlighted the role played by university —faculty modelling" (p. 44) of SE in the teaching of skill performance to PETE-PS teachers as the delivery of practical subject knowledge components, emphasising key elements of the SE model and developing awareness of the effects of the model on students through experience of the model as participants. Penney et al. (2005) described extended modelling through the embedding of the elements of SE across the pre-service PETE coursework at Edith Cowan University and within PETE at the University of Southhampton.

McMahon and McPhail (2007) generalised that pre-service teachers feel uncertainty as to how to teach role responsibilities and tactical game concepts, and that this limited pre-service teacher self efficacy in using SE. Contextual factors such as student resistance to role responsibilities and the extra effort required to plan for SE lessons added further complexity in using the model. Finally, McMahon and McPhail (2007) identified the prominent role played by school mentors/cooperating teachers in helping and supporting pre-service teachers in learning how to teach SE in schools.

Similar to studies reporting PETE-PS teacher use of TGfU, university course work is often the first encounter with SE as an alternative (to the traditional technical model) approach for sport teaching. However, mentor teachers appear a key instrument in the construction of an environment where a PETE-PS teacher can feel able to, and supported in, applying the pedagogical features in school settings. McNeill et al. (2004) indicated the mentor/cooperating teachers were a key to PETE-

PS teachers‘ development. Specific to learning to teach through a TGfU approach, training in the model and familiarity with a TGfU/Tactical Approach was central in the ability of a mentor teacher to support PETE-PS teachers. This was not surprising because, as noted by Shulman (1987) teaching —begins with a teacher‘s understanding of what is to be learned and how it is to be taught” (p. 7).

Conclusion

Nearly 20 years on from Locke‘s (1992) claim that replacing the dominant curriculum model for secondary physical education was necessary the sport component of the Australian physical education curriculum would still be regarded by many to be largely unchanged, increasingly problematic in achieving the curriculum outcomes of Australian curriculum statements, and unsustainable if physical education is to move from the margins of educational discourse. This is despite the emergence of the curriculum models outlined in this chapter emerging as alternatives to the traditional technical paradigm and multi-activity curriculum model.

It was discussed in Chapter 1 that PETE-PS education provides a direct link between the theory of the university and the real world (schools) (Schon, 1997). The link between the theory of the university and the world of school physical education presents PETE-PS education as a possible context and opportunity for curriculum and pedagogical research that challenges the status quo, and more specifically, research that further explores the possibilities of ‗marrying‘ TGfU (as Game Sense) theory with SE theory to enhance student achievement of learning outcomes. The research therefore explores the productive potential of PETE coursework positioning the fusion of Game Sense and SE as a design system for secondary physical education sport teaching (Chapter 6 and 7).

Part of this research was also directly concerned with the re-thinking of sport teaching in physical education and re-working of the language framing sport teaching. Hargreaves (2004) suggested a new language of curriculum is a precondition of innovation. Addressing the need for pedagogical renewal in physical education, Penney, Jess and Thorburn (2006) emphasised that ‗getting so called ‗learner centred foundations' right is critical" (p. 2) in addressing the structural flaws in lower secondary years physical education. While TGfU and SE have taken different paths to address similarly perceived structural flaws in the design and enactment of physical education teaching, Almond (2010) recently argued that TGfU may need reframing if it is to become prominent in the design and enactment of games teaching in school settings, and it has already been noted earlier in this chapter that Alexander & Penney (2005) have concerns for SE. The challenge of reframing TGfU and SE from separate models to a design system for sport teaching where the learner centred foundations of education in, through and about sport where more clearly evident was part of this research. This reframing is the focus of Chapter 4.

Chapter Four: Sport Literacy

I would like to propose that we revisit TGfU in a different format to enable today's teachers to explore the relevance of a rebranded TGfU and to start to rethink its relevance (Almond, 2010, p. vii)

Introduction

In the previous chapter it was asserted that pedagogy in physical education should be a central concern in developing of a more informed vision of the potential of sport teaching in physical education. It was also noted that Almond (2010), one of the co-creators of TGfU with Bunker and Thorpe (Thorpe, Bunker & Almond, 1986), recently proposed the need to revisit TGfU in a different format, while Alexander and Penney (2005) suggest similar for SE. I suggested that, rather than continuing to debate which curriculum model to use for sport teaching, it would be more productive to clearly articulate what outcomes can be sought for sport teaching and what pedagogical framework would work toward achieving that end. It wouldn't strip away the need for pedagogical content knowledge, but scaffold the design of sport teaching in physical education through a TGfU-SE relationship (Alexander & Penney, 2005). I have called this sport literacy. This chapter will examine the literature that has informed my understanding of sport literacy and describe a pedagogical framework for sport teaching in physical education.

The literature review (Chapter 2) considered the educational rationale for sport pedagogy as engaging teachers' knowledge of student learning, the learning context provided by the required curricula and its expectations on learners and learning (EERA, 2011). The concept of sport literacy addresses these concerns for secondary physical education. I was also influenced by questioning the enduring

understanding that could anchor sport units of work and establish an educational rationale for sport in curriculum time (McTighe & Wiggins, 1999).

Rethinking sport teaching in physical education

If sport teaching in South Australian (and Australian) secondary physical education is to improve in reputation and value as a learning space in curriculum time then I believe that it is necessary to provide an alternative discourse and pedagogical proposition to what is currently practiced. Light (2003b) suggested that the literacy and numeracy focus of contemporary educational discourse challenges Australian physical education to implement more educationally valued and relevant practices. An alternative way of looking at sport would be to position it alongside literacy and numeracy as an equally valued way of knowing (Hemphill, 2008). I argued (Chapter 1 and 2) that one alternative way of ‗knowing'[13] requires moving sport teaching beyond the narrow focus of students simply learning motor skill acquisition, or sport-as-technique (Kirk, 2010). Providing a curricular knowledge base and pedagogy informed by a cycle of student learning is important for the academic status of physical education (Griffin, Dodds & Rovegno, 1996).

Previous attempts at merging TGfU and SE (Alexander et al., 1995; Alexander & Penney, 2005; Hastie & Curtner-Smith, 2006; Holt, 2005; Quay & Peters, 2007, 2008) have not proceeded through game appreciation, and what this means beyond tactical appreciation. Sport literacy (Figure 5) developed from an expanded conceptualisation of ‗game appreciation'. While the TGfU cycle of learning informed the basis of sport literacy the ‗organisational musculature' (Alexander &

[13] ‗Knowing' is used here to refer to the outward projection of an individual's cognition, and reveals the links between learning, thinking and acting (Billett, 2001).

Penney, 2005) centred on re-conceptualising game appreciation within the cycle of learning. This will be developed later in this chapter.

Multi-literacies

Later in this chapter I will present sport literacy as an alternative model for sport teaching and learning, one that is better able to position understanding sport as a pedagogical practice than other curricular interpretations. As explained below, sport literacy engages multi-literacies theory (Healy, 2008). Multi-literacies theory advocates that a field of knowledge be described through a continuum of learning aimed at enhancing the ability individuals to develop their knowledge and potential for full participation in their community and wider society (UNESCO Education Sector, 2004). Multi-literacies are linked to bodily performances and meaning making in the H&PE learning area by Ryan and Rossi (2008). I propose that adopting multi-literacies theory as a foundation for the description of knowledge for sport teaching bridge the divide between TGfU (as Game Sense) and SE, and allows them to be seen as complimentary contributors to the outcome of sport teaching: ie. educate _literate' sport consumers and participants.

Literacy, within the context of multi-literacies theory, refers to the skill of an individual to read and understand the body of knowledge associated with a field of learning (Cope & Kalantzis, 2000). Literacy therefore includes the development of the functional ability to absorb, share, transform and create knowledge (Kickbusch, 1989). Considered from a multi-literacies perspective sport knowledge, how it is understood and communicated, the thinking processes and the communication of meaning learnt through sport can be thought of in terms of a _text'. That is, the meaning of sport can be read, understood, manipulated and communicated at

various levels of complexity according to the ability of an individual to engage with the sophistication of the of the body of knowledge. In essence, sport literacy involves conveying knowledge about sport so that learners achieve the capacity to put sport skills and knowledge to functional use for informed and engaged citizenship, to understand the role sport plays in society, and in the development of constructive, concerned and reflective citizens (Organisation for Economic Cooperation and Development (OECD), 2001).

I propose sport literacy as a theoretical basis through which to connect Game Sense for sport teaching, the objectives of TPSR and the SE model. Discussing sport as literacy is also consistent with other descriptions of literacy encountered by educators. These literacies include Health Literacy (Gravier, 2007; Hill, 2008; Kickbusch, n.d.; Kickbusch, 2009), ICT Literacy (MCEETYA, 2005), Mathematical Literacy (Ball & Stacey, 2001; OECD, 2001), Artistic Literacy (Wright, 2003), Physical Literacy (Maud, 2001: Whitehead, 2001) and Scientific Literacy (Ball & Stacey, 2001; Hammrich & Myers, n.d.; MCEETYA, n.d.; Murcia, 2007; Myers, 2009). While multi-literacy theory provides a theoretical starting point for sport literacy, sport literacy has also been informed by the theoretical groundwork of physical literacy (Maud, 2001; Whitehead, 2001). This will be explained in more detail later in this chapter. What is apparent, however, from these constructions is that „literacy‘ is used in various ways in curriculum literature to describe „understanding‘, and no longer simply in reference to the „three R‘s‘ – reading, writing and basic number skills (Kickbusch, 2001). For example, the UNESCO Statement for the United Nations Literacy Decade (2003, cited in Mandigo, 2008) explained that literacy is about:

- how we communicate in society;

- social practices and relationships, knowledge, language and culture;
- content knowledge and comprehension of the content
- applying critical and creative thinking;
- conveying information through various forms; and
- use of knowledge and skill to make connections within and between various contexts.

Literacy, therefore, includes a variety of skills for an adult to function well in society. In the local educational context of this research, SACSA emphasised education for literate decision makers: ‗literate' in this context recognises the functional use of knowledge and understanding (DECS, n.d.). Part of the intellectual challenge in doing this thesis involved moving beyond the arguably vague ‗jargon' contained in this curriculum statement to an articulation of sport literacy that clearly describes the form and function of sport teaching in physical education.

Mandigo, Francis and Lodewk (2007) suggested there were four features of literacy theory pertinent to teaching physical education. They are presented here within a sport context:

- sport is an applied, practised and situated set of skills;
- sport is a body of knowledge with meaning that can be interpreted, understood and used creatively;
- sport forms an operational ‗text' which can be communicated and read in various forms; and
- become sport literate requires a learning process.

Developing sport literacy

Physical literacy

Sport literacy has been informed by physical literacy. Physical literacy has received international support as a basis for physical education (Fishburne & Hickson, 2005; Mandigo & Holt, 2004; Maud, 2001; Whitehead, 2001; 2005; 2006). It has been asserted that physical literacy contains the potential to more prominently recognise important psychological and sociological dimensions of learning in physical education (Penney & Chandler, 2000) than previous discourses associated with physical education. Fishburne and Hickson (2005) stated that ~~a~~ physically educated person is a person who is physically literate" (p. 1).

Physical literacy is an epistemological diverse concept that includes physical competencies (Killingbeck, Bowler, Golding & Sammon, 2007; Whitehead, 2001) and individuals' ability and motivation to capitalise on their movement potential (Whitehead, 2007). Because physical literacy has been linked to the capitalisation of one's movement potential it has been used to describe fundamental movement skill capability (Canadian Sport for Life, n.d.; Hayden-Davis, 2005; Higgs et al, n.d; Mandigo, 2008; Mandigo et al., 2007; Maud, 2001). Physical literacy, however, is not meant as purely a bodily ability, but includes capacities embedded in perception, experience, memory, anticipation and decision-making (Whitehead, 2001). The aim of physical literacy, therefore, is to capture elements of teaching for personal and social responsibility and to establish social, cultural, cognitive and physical learning objectives for physical education. Because the goals of physical literacy extend beyond the goals of traditional physical education (Metzler, 2005) where sport is technique reproduction (Kirk, 2010), Wright and Burrows (2006) asserted that physical literacy provided a very different conceptualisation of ability in physical

education. Physical literacy has, been adopted in some settings as the explanation for a more measured pattern of teaching and learning and description of fundamental movement and sport skills competency for an ‗active start' in long term player development (Canadian Sport for Life, n.d.; Higgs et al., n.d.; Delaney, Donnelly, News, & Haughey, 2008).

Mandigo and Holt (2004) linked physical literacy to TGfU as games literacy (2004). They asserted that students who are literate in games:

- have knowledge and understanding that enables them to anticipate patterns of play;
- possess technical and tactical skills that enables them to deploy appropriate and imaginative responses; and
- are able to experience positive motivational states while helping to facilitate motivation among others involved in a variety of games.

I propose that applying the concept of physical literacy to sport teaching in secondary physical education for active engagement in sport (Figure 4) is a logical extension. However, conceptually it must move beyond game literacy to include SE intentions, described by Alexander et al. (1995) and Siednetop (1994). Active engagement is, therefore, not proposed as a way of learning sport specific skills to promote physical activity accumulation for health promotion. Active engagement is the ‗Siedentopian' vision of understanding that can contribute to a healthy sport culture (Siedentop, 2009) and engagement in sport as a cultural activity forming part of the ‗imagined Australian identity (Anderson, 1991).

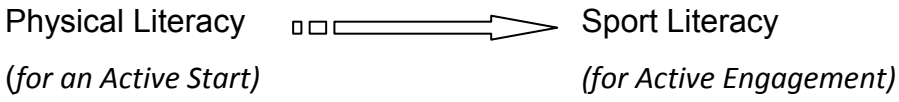


Figure 4. *Extending the fundamentals of Physical Literacy for an active start beyond games literacy to Sport Literacy*

Active engagement

Wiggins and McTighe (2005), however, suggested that to teach for active engagement, teachers must first grasp the key idea that they are facilitators of students performing with understanding, not simply tellers of knowledge. This means facilitating student engagement with materials, people and contexts that are knowledge producing (King, 1993). This „teaching shift" has been part of the previous challenges in developing pedagogically progressive sport teaching from theory and rhetoric into practice in physical education, as discussed in Chapter 2 and 3. The next section provides a description of a range of theoretical propositions informing the assumptions of sport literacy.

Teaching sport for understanding

The idea of teaching for understanding promoted me to identify what is meant by sport literacy. Teaching for understanding implies authentic competencies and deep learning (Richard, 2008). Authentic sports competencies have been explained in the preceding chapter in the context of TGfU and Game Sense, TPSR and SE. Biggs (2003) explained that deep learning implies a teaching approach that engages students in cognitive activities focusing „on underlying meaning, on ideas, themes, principles or successful applications" (p. 16). Deep learning emphasises „depth of

learning, rather than breadth of coverage" (Biggs, 2003, p. 17). Deep learning is implicated with constructivist learning where teaching builds on the knowledge base of students by engaging them as active knowledge builders (Bransford et al., 1999). Constructivist teaching (I expand on this concept in more detail below) and deep learning both address the intellectual quality of the ideas, concepts or skill, the quality of the learning environment and the significance of the pedagogy (Department of Education, 2003). Deep learning is thus connected to the contextual relevance of the curriculum and authentic competencies. These two elements, authentic competencies and depth of learning, need to feature in any curriculum model that promotes teaching for understanding. These ideas featured in the discussion of TGfU, Game Sense and SE in Chapter 3.

Constructivist teaching

In general, a constructivist approach requires learners to be actively involved in the creation of meaning that is embedded in the context in which the learning is occurring as learning is drawn —onprior knowledge and experiences to construct knowledge" (Griffin et al., 2005, p. 219). Constructivists contend that traditional teaching models (such as the technical physical education model discussed in Chapter 2) emphasise knowledge transmission and do not promote deep learning. The literature review (Chapters 2 and 3) considered the way Australian physical education had moved from a traditional technical model of sport teaching to a constructivist practice. It concluded that despite formal curriculum informing a constructivist approach, teaching sport for understanding was still an emerging idea in practice.

Constructivism refers to the idea that learners construct meaning as they learn. Learning is not the passive acceptance of knowledge indicated in the role of the teacher in the traditional sport-as-technique method (discussed in Chapter 2). The central elements of a constructivist teaching orientation are:

1. Learning is situated in social contexts;
2. Learning is an active process in which students build on and progress their previous knowledge; and
4. Learning is multidimensional and non linear.

(Kirk & Macdonald, 1998)

Several authors suggest a shift from overly directed teaching of technical skills to a constructivist teaching approach to prompt pedagogically progressive practice in physical education (Butler, 2006; Griffin et al., 2007; Fernandez – Balboa et al., 1996; Kirk & Macdonald, 1998; Oslin & Mitchell, 2006; Penney, 2003; Pope, 2005; Singleton, 2009; Wright, McNeil & Fry, 2009). Both TGfU and SE have been explained as constructivist orientated models (Singleton, 2009). Constructivism, however, is a theory of learning derived from cognitive psychology, not a teaching method or approach. Hausfather (2011) suggested that cognitive research of constructivism indicates that the implications for teaching can be found in three areas: multiple forms of knowledge, the role of prior knowledge, and the social nature of knowledge and its acquisition. Constructivist theory does not „rule in‘ or „rule out‘ an instructional strategy, rather that the instructional strategy „move a mentally active audience toward deeper understandings of a particular content“ (Hausfather, 2011, p. 4).

A social constructivist perspective, „situated learning‘ (Griffin et al., 2005; Penney, 2003), focuses on the role of social and cultural contexts in both what is

learned and the process of learning. It has been the main form of constructivism used in theorising TGfU (Dyson et al., 2004; Kirk, Brooker & Braiuka, 2000; Kirk & McPhail, 2002) and SE (Dyson et al., 2004; Kirk & Kinchin, 2003). Cognitive constructivism is another constructivist perspective. It places the emphasis on the role of experience in shaping mental models, or schemas. Schemas are mental representations, and understanding emerges from the modification and/or reframing of these intellectual frameworks. As a cognitive activity learning is, ‗a change in an individual‘s mental structures and processes*"* (Eggen & Kauchak, 2006, p. 26) involving ‗the acquisition or reorganization of the cognitive structures through which humans‘ process and store information" (Good &Brophy, 1990, p. 187). Maxim (2006) explained that the relationship between social constructivism and cognitive constructivism:

> *Cognitive constructivists* and *social constructivists* have much in common, but they differ noticeably in one key area—the extent and type of involvement of both students and teachers. Although each model requires effort and responsibility on the part of both, *social constructivists* stress the organization of —communities of learners" in which ‗more expert' adults or peers provide assistance to the less skilled learners. *Cognitive constructivists*, on the other hand, describe a learner-centered environment where the making of knowledge is carried out by individual students in a fashion that supports their interests and needs (p. 339)

A cognitive perspective on learning sport in physical education would, therefore, aim to shape the intellectual frameworks for understanding sport. As a form of multi-literacy based on learners developing understanding, sport literacy is

an example of a cognitive constructivist foundation for sport teaching in physical education because it emphasises the construction of intellectual frameworks for understanding sport and for the framing of learning. As such, sport literacy is similar to, but also a departure from, the situated learning perspective previously applied to TGfU and SE, as cognitive constructivist epistemology is more concerned with the processes by which students' problem-solve and create (and thus, with learning how to think and how to think about learning). Teaching based on cognitive constructivism stress problem solving and guiding knowledge formation through interactive pedagogy (Rink, 2006), such as inquiry and guided discovery teaching strategies where the —learner as problem solver" (Blankenship, 2008, p. 257) is prominent (Mosston & Ashworth, 2002).

Sport Literacy

The last part of this chapter presents sport literacy as both a sport teaching outcome and design framework for sport teaching in physical education. As a curriculum product, I propose sport literacy should include the following attributes to foster active engagement in sport:

1. the ability to identify and understand the role that sport plays in society;
2. the ability of an individual to make well founded decisions in roles associated with sporting experiences;
3. the ability to engage in sport in ways that meet the needs of the individuals' life; and
4. the ability to engage in sporting contexts in an informed manner.

If a sport literate student is the outcome of sport teaching in physical education, I suggest the sport curriculum includes:

- Knowledge and understanding that enables tactical appreciation and strategical understanding to read (Hopper, 2003) a game;
- Motor techniques and tactical knowledge underpinning the capacity to make reasoned decisions about participation in play;
- Knowledge and understanding to enable reasoned decisions about possible roles in sport settings;
- Knowledge and understanding of the psychomotor and physiological competencies required for sport participation at various levels (such as community through to elite sport participation);
- Knowledge and understanding that fosters appreciation of the tactical similarities in structurally similar games, and the ability to make reasoned decisions about the transfer of game knowledge between sports;
- Knowledge and understanding of the rules, rituals, traditions and the socio-cultural significance of sport, and the ability to distinguish between good and bad practices so as to be able to make reasoned decisions about sport concerns; and
- Knowledge and understanding to allow reasoned decisions concerning community and vocational engagement with sport.

The above abilities and knowledge bases represent the broad foundation for sport literacy and subsequently, learning in, through and about sport within physical education. Figure 5 diagrammatically presents a cycle of student learning through which to frame teaching to promote the abilities indicative of sport literacy. It shows that sport literacy expands the TGfU conceptualisation of game appreciation from learning in sport the skills and tactics for competent participation in games to learning in, through and about sport. In the cycle of student learning, game

appreciation is not just representative of student comprehension of the common principles of play (Grehaigne et al., 2005; Pill, 2007a) inherent within games containing similar ‗internal logic' (Grehaigne et al., 2005). It is more diverse than understanding the way rules structure the way a game is played (Bunker & Thorpe, 1986). Game appreciation is reconceptualised to include appreciation of the history, ritual and conventions that provide sport with its social and cultural meaning, practice and institutional structures. The need to create participatory roles and space for students to take responsibility for the variety of roles instrumental in the construction of sport is inherent in the framing. Siedentop et al. (2011) highlighted how the ~~u~~se of roles contributes to a more complete understanding of sport" (p. 35) as a cultural practice.

The functional use of sport knowledge

I propose that functional use of sport knowledge is evident in four areas in physical education:

1. An individual's capacity to identify and understand the role that sport plays in society;
2. An individual's capacity to make well founded decisions in roles associated with sport;
3. An individual's capacity to engage in sport in ways that meet the needs of that individuals' life; and,
4. An individual's capacity to engage in sport contexts in a manner that positively contributes to the provision and practice of sport in the community.

As Figure 5 illustrates, sport literacy has been conceptualised around the idea of game appreciation. As this chapter has explained, it includes movement competencies, game understanding, vocational awareness, social and cultural understanding of sport to develop the capabilities that realise the functional use of sport knowledge. The Game Sense and SE models are combined to develop learning in, through and about sport. I have set out to describe both an outcome for the teaching of sport (sport literacy) and a suite of objectives for sport teaching and learning in physical education. From the perspective of the cycle of learning outlined in Figure 5, physical education sport teaching is directed towards improving sport literacy. The cycle of learning indicates that learning to become sport literate is an ongoing and iterative process.

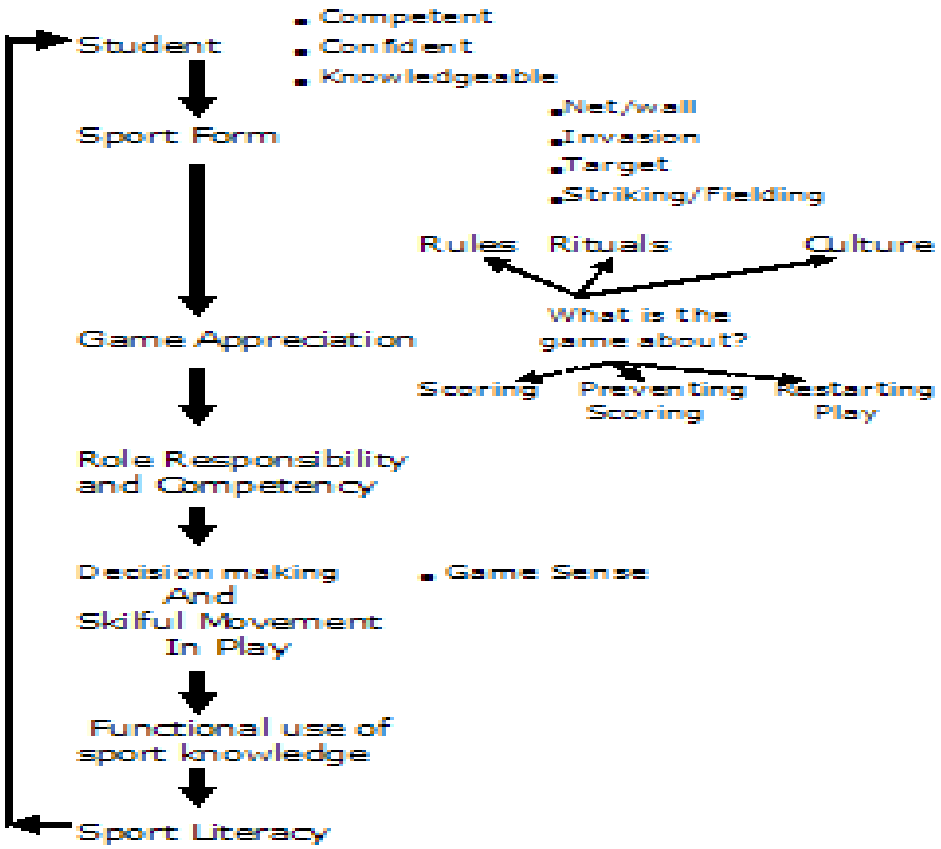


Figure 5. *Sport Literacy: Learning for active engagement*

Sport literacy has been developed in the context of South Australian SACSA H&PE curricula (DETE, 2003; DECS, 2004). It states that physical education must prepare students to engage in a rapidly changing world and the opportunities it provides. By the time students finish Year 10 school physical education curriculum should have provided for the development of students skills and abilities for lifelong engagement in physical activity and critically reflect on their ability to use them in the community (DETE, 2003). It is with this vision in mind that sport literacy was developed. At the beginning of this chapter it was explained that sport literacy emerges from the theory of physical literacy as fundamental sport skill learning for an active start. Figure 6 illustrates the curriculum vision that emerges from the SACSA H&PE vision for the physical education curriculum and the foundation of physical literacy.

Figure 6. *R-Year 10 curriculum progression towards sport literacy*.

Conclusion

Metzler (2005) asserted that pedagogical curriculum frameworks for physical education needed to provide four integrated elements:

1. A theoretical foundation;
2. An instructional theme or ‗bigidea' emerging from a ‗master plan' that guided pedagogical and curriculum decision making;
3. An organising centre for instruction; and,
4. A language for shared meaning about the significance of teaching and learning.

The explanation of sport literacy in this chapter has covered these elements of a pedagogical curriculum framework. This should enable it to be used to shape sport curriculum, the design of instructional materials and pedagogical strategies, and guide long term learning goals (Metzler, 2005). The articulation of sport literacy has been, for me, about coalescing thoughts on what sport teaching in physical education could be for students, rather than what currently exists. By pushing beyond technical and procedural aspects of teaching, towards intellectual dimensions (Freedman & Carver, 2007) I have attempted to place the ontological status of sport teaching in physical education onto the *education* of the individual rather than the *physical* context inherently part of the learning environment and engagement.

I believe that if we want pedagogically progressive curricula based on constructivist learning theory then PETE educators need to determine what constraints and limitations teachers face when implementing these types of programs, so that theory can be translated into practice. In order to examine the acceptance of sport literacy as a theory and curriculum design for sport teaching this

research investigated a cohort of PETE-PS teachers learning to play, plan and enact sport teaching in physical education. Chapter 5 explains the theoretical perspective of this part of the research and discusses why and how particular methods were adopted.

Chapter Five: Method

Introduction

This research involved mental modelling that led to the articulation of sport literacy to detail the objectives for sport teaching in physical education. Mental modelling is a process of deductive reasoning. This includes the use of a set of diagrams to describe the various combinations of premises and possible conclusions (Davidson, Dove & Weltz, 1999) (Chapter 4). This chapter uses Crotty's (1998) theoretical perspective of the research process (Figure 7) to present the method used in discovering the general principles and interpretations of behaviour presented in Chapter 6, and discussed in detail in Chapter 7.

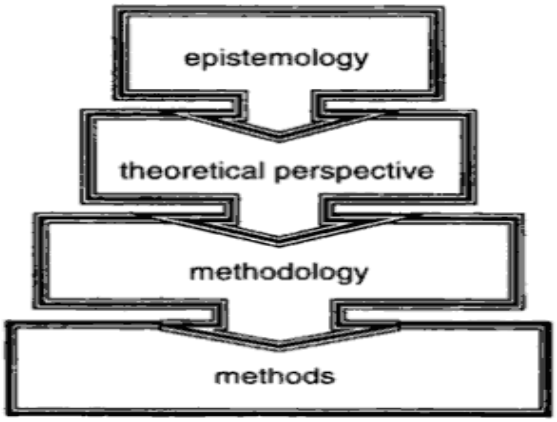


Figure 7. *The four elements supporting the research process* (Crotty, 1998, p. 5).

Educational research incorporates diverse research approaches and in order to understand this diversity a consideration of the different epistemologies that guide educational researchers is required. Epistemology is the study of knowledge (Lumpkin, 2005) and the securing of knowledge and its understanding (Thomas & Nelson, 2001. How knowledge is understood and treated informs the theoretical

framework of research (Creswell, 2003), which in turn legitimises the manner in which interpretations are justified or deserved (Kilbourn, 2006). Two main branches of epistemology inform educational research: positivist and interpretivist (Gall et al., 2005).

Because the social world is defined by the possibilities and limitations of human experience, any judgement about what is true can be considered interpretative. As explained in Chapter 1, the study of sport teaching is a relevant focus of educational research because of the prominence of sport in Australian culture, and in particular, the imagined community that provides shared understanding of what it means to be Australian. As both physical education and sport are socially constructed (Gratton & Jones, 2004) an interpretivist perspective is an appropriate theoretical framework for this research.

An interpretivist perspective suggests understanding is grounded in an individual‘s self understanding. There are no simple answers as experience is socially constructed and situated: there is no way meaning can be determined absolutely as understanding is grounded in individual‘s self-understanding (Leitch, Hill & Harrison, 2009). The individual perspective of meaning (Creswell, 2003) and the knowledge that emerged in this research was grounded in the nature of data that was collected. The purpose of the research was not to generate predictive theories, but to facilitate a fuller understanding of the ~~d~~day-to-day concepts and meanings” (Pope, 2006, p.22) and their context (Pope, 2006; Sherman & Webb, 1998).

Methodology

As Pope (2006) has indicated, interpretivist epistemology generally leads to qualitative research. This research applied inductive logic to interpret specific

experiences and the meanings arising (Qualitative Research Design, 2006). As the research questions led to largely descriptive text and discursive data, and focused on the study of sport teaching within physical education (which is a human behaviour in a social setting), qualitative research methods were most appropriate.

The interpretative stance employed in this research came with a critical orientation towards the construction of meaning (Coakley, 2007) seeking insights that can be used to make a difference in the quality of sport teaching design and enactment (Ballard, Gubbay & Middleton, 1997). Curtner-Smith (2002) noted that a critical research paradigm is frequently adopted when researching sport teaching and coaching as the research is often associated with an aim to support efforts for change. A critical research orientation was also appropriate as the research included an exploration into how and why physical education takes a particular form, which groups benefit and which groups are disempowered, and how physical education is used in the achievement of educational outcomes (Hardy & Mawer, 1999). Chapters 1, 2 and 3 engaged substantially with these concerns and described how this investigation represented a conscious attempt to fuse theory and action.

The choice of method was a consequence of the nature of the data anticipated, the research problem and the practical orientation of the research. This directed the research to necessarily included elements of autoethnography and case study, typical of qualitative methodology. Chapters 1-4 reflected that this research was initiated from personal experience and reflection upon the lived reality of sport teaching in physical education. Pope (2006) explained that personal experience is often the starting point for interpretivist research because knowledge derived from experience addresses our understanding of daily lived realities. There is no objective knowledge that is therefore independent of the thinking, reasoning individual.

Case Study

A case study is an empirical inquiry which –nivestigates a contemporary phenomena within its real life context, especially when the boundaries between phenomenon and context are not clearly evident" (Yin, cited in Rowley, 2002, p. 18). Case study is then a generic term for interpretivist research involving individuals, groups or phenomenon that claim to retain a high degree of faithfulness to real life processes (Sturman, 1997). Because the study design was focused on exploration and description the emphasis was placed on the purpose and aims of the study, and not on formulating predictive theories. Moreover, the rationale for undertaking the study, and review of the literature provided support for understanding this case study experience.

It is a feature of case study methodology that generalisations and similarities can be intuited for similar communities of practice. However, each case has atypical features influenced by the socio-cultural, political and institutional history of its context. As each case has its own particularities, environment and history the intrinsic nature of a case can be of itself, of research significance (Denzin & Lincoln, 2000).

This case study involved intensive study of the specific issue (Gratton & Jones, 2004) of the limits, constraints and possibilities for a progressive pedagogical approach to sport teaching in physical education, with an emphasis on gaining an holistic understanding of the experience (Denzin & Lincoln, 2000) of PETE-PS teachers. It was conducted within a localised boundary of time and space, describing a particular set of events related to an educational activity in its natural context, in order to inform judgements and decisions of practitioners or of theoreticians (Bassey, 1999). This case study was consequently a study of a particular situation in order to

reveal the importance of the case within its own world (Cohen et al., 2001; Shuttleworth, 2008). The strength of this case study is, therefore, that it observes effects in real contexts, blending a description of events with the analysis of them.

In order to avoid the case study _pitfall', that the research attempts to answer a question too broad or a topic that has too many objectives, boundaries are placed on the case (Stake, 1994). This is achieved by time and place, specification of activity and context (Creswell, 2003). The research commenced at the start of a university physical education specialisation topic of seven weeks, during which the PETE-PS teachers were also involved in 10 days of school observation visits. The university topic was followed by six weeks full time placement in a school for Professional Teaching Practice. The investigation was delimited to the first semester of the school year, a specific cohort of final year PETE-PS teachers and a period in time where Australian states and territories were negotiating and establishing the path towards a national curriculum. This is consistent with case study methodology, as this form of qualitative research tends to focus on a specific instance that illustrates a more general principle (Cohen et al., 2007). Therefore, the focus on a human activity (sport teaching) in a specific situation (physical education in South Australian secondary schools) at a particular time meant that a case study was most appropriate for this research. The scope of this investigation was defined by its delimitations and limitations (Silverman, 2000). The investigation was delimited (made manageable) by:

- Investigating one cohort of PETE students in one institution;
- Recognition that no investigation can ever reveal the true nature of reality as data are only ever partial accounts of reality and as such, it is not possible to give the whole picture (Silverman, 2000);

- A sport literacy template (Figure 5, p. 95). Hastie (2011) explained that a curriculum model provides a design template. The template consists of an organising centre and essential elements (Metzler, 2005). Continual referral to the design template and the attributes (refer to p. 95) and objectives (refer to p. 92) of sport literacy in the initial unit design, weekly review and planning of each class were undertaken to monitor the extent to which the session delivered as intended. An overview of the 7 week unit is provided in Appendix 5.

This case study investigated a cohort of final year PETE-PS teachers' thoughts, feelings and insights related to learning to plan and enact sport teaching in physical education. It employed a purposeful sampling strategy, which is common in qualitative research (Creswell, 2008; Devers & Frankel, 2000). Purposeful sampling means a sample from which one can learn most is selected (Thomas, & Nelson, 2001). Individuals, groups, organizations, or behaviours that provide the greatest insight into the research question are chosen (Devers & Frankel, 2000).

The process of documenting and coding the information collected (Chapter 6) provided a basis from which to describe and interpret the contextual variability, lived reality and internal construction of personal experience. The resulting data was rich in subjectivity that provided for an understanding of the reality for the subjects being investigated. As an interpretative study, it was limited in terms of statistical generality and generalisations from the data. The findings could only be reported in terms of probabilities and expectations (Bailey, 1995), and generalisation was possible by comparison to previously generated theories used as a template through which to compare the results of the study (Rowley, 2002). Chapters 7 and 8 reflect these points.

Research questions

Research questions guide the case study. They ask about the description and experience of the phenomenon in question. Yin (1994) asserted that the set of case study questions establish the ‗heart' of the research method. As the literature review (Chapters 2 and 3) indicated sport literacy represents an unconventional scaffold for sport teaching within physical education. Therefore, the following research questions were proposed as a basis for exploring PETE-PS teachers learning to play a sport, plan and enact sport teaching with a focus on sport literacy. The research questions led to data that was largely descriptive in nature and reflective of the individual experience.

Research Question 1

Does a sports literacy framework (TGfU-SE) assist teachers plan and enact sport teaching in physical education?

Research Question 2

In what ways is sport literacy (TGfU-SE) a useful concept for sport teaching in physical education?

In order to guide the thesis the following research sub-questions were formulated:

1. What curriculum and pedagogical elements do PETE-PS teachers recognise as important for sport teaching within physical education?
2. What is the experience of PETE-PS teachers learning to play sport using a sports literacy framing system?

3. What is the experience of PETE-PS teachers learning to design curriculum using a sports literacy framing system?
4. What factors limit PETE-PS teachers sport teaching in physical education for the development of sport literacy?
5. What factors constrain PETE-PS teachers sport teaching in physical education for the development of sport literacy?
6. What enables PETE-PS teachers sport teaching in physical education for the development of sport literacy?

My dual role in the research

While the researcher I also functioned as the topic teacher during the university topic sequence. I was, therefore, embedded in the process of teaching while also assessing the experience of the PETE-PS teachers. The degree of participation varied at each stage of the investigation. For example, all topic teachers also act as university liaisons for the PTP4 school placement program, which included pre-service teachers from the PETE cohort. However, none of these PETE-PS teachers were volunteers for the interviews investigating the sport teaching in physical education school experiences. As the topic coordinator, I was also the designer of TGfU and SE professional development that offered both ideological foundations and examples of the practical implementation of pedagogies for sport teaching that reflected a sport literacy focus. In this role, and as a former H&PE teacher and coordinator, I retained a long-standing engagement with the South Australian physical education community of practice.

As a participant in the research, the ‗insider' role provided the opportunity to gain some understanding of the professional development through the negotiated

understandings and interpretation of sport teaching in physical education. The subjectivity of the researcher in situations such as this is an accepted reality of qualitative research. The challenge for the researcher is to accept the subjectivity for what it is and to provide sufficiently rich and detailed description of the data so that readers can make their own decisions about the validity, reliability and transferability of the findings. It was also necessary to acknowledge the values associated with the research and to acknowledge how the influence of my own subjectivity and personal investments may have influenced the investigation (Peshkin, 1988).

Autoethnography and the value of personal stories

—Stories are truths that won't stand still" (Pelias, 2004, p. 171).

According to Holt (2003), autoethnographic techniques are qualitative research instruments involving personalised accounts. The accounts draw on the experience of the author to either extend understanding of a particular discipline or culture, or to connect the personal to a cultural practice (like physical education) by placing the self within the social context. Further, Holt suggested that autoethnography could be used to construct a valid representational space for self reflective response that uses the communication of pedagogical experiences with others to contribute deeper understandings about teaching.

Initially I envisaged that my research would focus on the nexus between TGfU and SE curriculum models and the limits, constraints and possibilities that PETE-PS teachers encountered in thinking about the design of their sport teaching through this type of sport education construct. From this position, the idea of autoethnography and the centrality of self in the research seemed irrelevant. I planned my research as a case study set within physical education teacher education. However, the

combination of readings, critical questions by colleagues and personal reflexivity directed me to a broader consideration of my previous experiences of physical education, and in parallel, to review the orientation of my prospective project. The project was ultimately also very much about an understanding of self and why my paradigm of sport education within physical education was somewhat ‗counter cultural' in the sense that the evolution of my thinking had led me to a concept (sport literacy) and practice (way of teaching) that did not appear consistent with what I now understand to be the hegemonic convention of sport teaching in Australian schools. What had originally looked like a delimited case study framed in a conventional qualitative approach was thrown somewhat on its head by a comment a colleague made while reading an early draft of the introduction and literature review. The colleague said, ―What you do and what you advocate is more than just a tactical approach and a blend of TGfU and SE curriculum models. ―You need to call it something else, and explain what that is" (personal communication, January 13, 2009). In the middle of the cognitive turmoil this initiated, while also trying to deal with the tangled threads that needed to be woven into a story to justify this investigation and the search for certainties I could weave the threads around, the analytical experience of self reflection convinced me of the value of what Spry (2001) had described as the convergence of the autobiographic and the ethnographic moment. As physical education is a social practice (Kirk, 1992) the personal story behind the research and biography provided autoethnographic moments of the physical education teacher that was a legitimate tool with which to gain insight into the social practice of physical education.

The autoethnographic vignettes would enhance the representational richness and reflexivity of the research. I therefore decided to reveal aspects of self that, to

this point, had remained corralled in my mind and consigned to past experiences rather than being revealed as moments that collectively built the self observable at the time of the study. The autobiography detailed in Chapter 1 explained both my position as a physical educator confronting dominant forms of representation and hegemonic conventions and situated a desire to communicate sport literacy as a way of packaging sport education and teaching within physical education. Consistent with the use of autoethnographic techniques as a method for reflexive research (McIlveen, 2008) I was both informant and investigator (Cunningham & Jones, 2005) committed to developing theoretical understandings of the broad social phenomena (Anderson, 2006) that is sport teaching within physical education. The narrative visibility of self in Chapter 1 and a commitment to objective theoretical analysis of the data collected within the case study both contributed to the development of theoretical understanding contained in this research.

A Pragmatic Stance

This research concerned matters of educating PETE-PS teachers to plan and enact sport as well as a consideration of the experiences of PETE- PS teachers planning and enacting sport teaching in physical education while on PTP. This research was therefore pragmatic in so far as it concerns practical matters relating to PETE-PS teachers learning to design and enact sport teaching through theoretical and practical course work and professional teaching practice placement. It was also pragmatic in the sense that it was undertaken to extend my own knowledge. Denzin and Lincoln's (2000) contention that in a case study —the researcher wants better understanding of this particular case" (p. 437) was relevant as I wanted a better understanding of sport teaching within the context of PETE-PS and physical

education. The research was premised on the idea that the educational experiences within the university are social practices that communicate important messages about what it means to assume the role of a PETE-PS teacher and what it means to ‗be' a sport teacher. The university curriculum is one of the social practices that mediates meaning and provides space for discourses that attribute significance to what it means to ‗be' a teacher of sport in physical education. The attribution of significance and development of personal meaning to the role of being a sport teacher is, however, a multi-faceted phenomenon.

Data Collection Methods

The study drew on multiple data sources. Punch (2000) identified multiple data sources as a strength of a case study because it increases the reliability of the data and the process of collecting it. The research design is summarised in Appendix 1, and this next section explains the use of the research tools employed for the data collection.

Survey

A survey can afford depth and breadth of analysis within a single investigation by offering both descriptive and causal data for analyses (Tellis, 1997). The use of surveys provided an efficient method of gathering data from the participants. The study used three surveys. The first survey occurred in the week prior to the Year 4 Physical Education Studies curriculum studies topic. The final year cohort of PETE-PS teachers were invited to participate in the research via an email containing a hyperlink to the survey which was housed online through an internet survey design website. The second survey took place at the conclusion of the Year 4 Physical

Education Studies curriculum studies topic. A colleague of the researcher not involved in the teaching of the final year cohort of PETE-PS teachers invited participation in this next stage of data collection during the final workshop. The surveys were ‗open and paper' surveys with volunteers participating in the data collection at the end of the class. The final survey occurred eight weeks later after the cohort of PETE-PS teachers had completed their PTP 4 teaching placement. Invitation to participate in the research occurred via an email containing a hyperlink to the survey which was housed online through an internet survey design website.

The surveys featured open and closed questions (See Appendix 2). Open ended questions featured —so that participants can best voice their experiences unconstrained by any perspectives of the researcher or past findings" (Creswell, 2008 p. 225). Some questions were accompanied by a Likert Scale format[14]. A survey should have ‗face validity', that is, it should appear valid for the intended purpose (Ary et al., 2006). Drafts of the survey instruments were initially scrutinised by the researchers' supervisors at the University of Tasmania for face validity. The instruments were then previewed by some of the researcher's PETE colleagues. Based on the feedback about the face validity of the survey instruments by these two groups the instruments were adjusted and then approved by the researchers' supervisors at the University of Tasmania

Web-survey instruments were chosen to reduce the potential for bias that might result from my influence. The participants were able to answer the standardised questions with a high degree of anonymity. This is important in circumstances where the researcher is involved in the community of practice being

[14] A Likert scale is means of ascribing an objective value to qualitative data

researched. Web-survey tools are reliable as survey instruments as they control for error by ensuring that each respondent has an equal chance of being included in the sample, thus avoiding or limiting the effects of sample error (Sills & Song, 2002). The validity and relaiblity of internet survey instruments have been found to be comparable to traditional ‗pen and paper' instruments (Eysenbach & Wyatt, 2002).

Data Collection 1: Pre-instruction survey

Data collected at this stage was aimed at eliciting knowledge of the PETE pre-service teachers' assumptions about teaching sport in physical education, and their confidence and intentions about elements of the tactical TGfU (Griffin et al., 1997) and SE (Siedentop, 1994) curriculum models for sport teaching in physical education. The survey was designed to reveal the teaching intentions of the PETE-PS teachers following their first professional teaching practice during the semester preceding this research. The survey would also reveal the impact previous exposure to an AFL Sport Education practical topic in Year 2 of the degree had on their understanding of curriculum design for sport teaching and pedagogical intentions.

The survey was placed on a web survey site. During the week before classes started the PETE-PS teachers were invited to contribute to the survey by an email letter. The PETE-PS teachers were advised that completion of the survey was optional and that by completing the survey they provided consent for the responses to be used in the study. Of a possible 52 PETE-PS teachers, 37 completed responses were posted on the web-survey. This represented a 71% return rate. The results of this data are presented in Chapter 4.

The results of the first survey informed the design of questions for the following surveys and the semi structured interview questions.

Data Collection 2: Post-instruction survey

I was responsible for the development and enactment of seven two hour weekly classes, with one hour allocated to experiential classes with a tactical TGfU application (Mitchell et al., 2006) combined with team affiliation and role responsibility elements from the SE model (Siedentop et al., 2011). Volleyball was selected as it is a common sport for PETE-PS teachers to be asked to teach on PTP as the school practicum occurs during Term 2 when schools frequently timetable indoor sports because of the chance of wet weather. The second hour of class was concentrated on physical education curriculum design and enactment issues, with a particular emphasis on sport teaching in middle and secondary bands of schooling. At the completion of the Physical Education Curriculum Studies topic the PETE-PS teachers were invited to participate in the study via a survey of their experiences learning to play a sport (volleyball) and to use a sport literacy to design sport curriculum.

The survey was designed to reveal the attachment of meaning to future sport teaching practice stemming from the learning experiences of the PETE-PS teachers following their topic course work. The PETE-PS teachers were invited to contribute to the survey by a Physical Education Studies colleague who explained the survey intentions and the invitation to participate. Of a possible 52 PETE-PS teachers, 48 completed responses were returned via the survey administrator. This represented a return rate of 92%. The results of this data are also presented in Chapter 6.

Data Collection 3: Post professional teaching practice pre-service physical education teacher survey

Following the Physical Education Curriculum Studies topic the PETE-PS teachers participated in Professional Teaching Practice 4 (PTP4) school placement. This six week full time school immersion occurred during the first six weeks of Term 2. At the completion of PTP4 the PETE-PS teachers were invited via email to participate in the research through a web-survey. Data collected at this stage aimed at eliciting knowledge of the PETE-PS teachers' sport teaching and coaching experiences, and specifically the limits, constraints and possibilities surrounding the tactical TGfU and SE pedagogies. The survey was designed to provide a depiction of the teaching experiences and future intentions of the PETE-PS teachers following their main professional teaching practice experience. Of a possible 51 PETE-PS teachers, 38 completed responses were posted on the web-survey. This represents a return rate of 75%. The results of this data are presented in Chapter 6.

Interview

A semi-structured interview design was employed to enable rich data to be collected from the participants (Gratton & Jones, 2004) and to allow descriptive stories to be told. Two groups of participants were engaged in data collection using semi-structured interviews. A series of open-ended questions were developed to open up and elicit initial responses during the interviews (see Appendix 3). The interviews were taped and the audio transcript later transcribed. I took notes during the interview, recounting the data to the participants, to help the identification of clarifying questions and follow –on questions to further pursue participant reflection

and thinking. The data was potentially re-identifiable, therefore, confidentiality and anonymity of participants was protected by:

1. The allocation of codes to the subjects to protect their identity; and
2. Confirmation that personal and site information would not be requested or recorded during the data collection processes.

Data Collection 4: Professional teaching practice pre service physical education teacher interviews

Eight PETE-PS teachers volunteered to participate in semi-structured interviews about PTP and sport coaching experiences. The mentors were recruited during PTP4 PETE-PS teacher site observation visits allocated to the researcher by the university Professional Experience Office. The purpose of the interviews was to reveal the limits, constraints and possibilities confronting their attempt to plan and enact sport teaching like they had encountered during their PETE-PS curriculum specialisation topic.

Data Collection 5: Professional teaching practice mentor interviews

During PTP4 placement site visits semi-structured interviews were conducted with the aim of generating epistemological conversations with the researcher and PTP4 PETE-PS teacher mentors. The purpose of the interviews was to gain a sense of the experience with, and perceived value of, a tactical TGfU and SE sport teaching approach in physical education. Seven mentor teachers volunteered to participate during school PTP4 visits.

Dependability

Dependability (or trustworthiness) is important in constructing the validity of case study research (Tellis, 1997). Dependability refers to the extent to which a study could be replicated by other researchers using the same methods (LeCompte & Preissle, 1993). Dependability was also provided through a chain of evidence in the form of an audit trail (see Appendix 4) that documents how the study was conducted and confirms the trustworthiness of the research and its assertion that the methods are reproducible and consistent. An audit trail also addresses the issue of validity and accuracy of results by providing evidence that the data and interpretations are free of bias (Ary et al., 2006). Audit trails also describe the research strategy generally and procedurally. A procedural description of how the strategy was executed illuminates the methodological choices and adds to the validity of the research methodology (Kervin, 2006; Punch, 2000).

Debriefings with supervisor and an audit trail were used to establish the validity of the research (Lincoln & Guba, 1985). Responsibility for establishing the validity of the research rests with the researcher who is required to present an account of participants‘ views as honestly and fully as possible. The study‘s validity depends on the extent to which the data matches what actually occurred (LeCompte & Preissle, 1993) and is supported by evidence that the explanation is sustained by the data (Cohen et al., 2001). The validity of this research was strengthened by the following actions:

1. Using multiple sources of evidence;
2. Establishing a chain of evidence;
3. Having the participant check interview transcripts (no feedback was received); and

4. Providing sufficient, and sufficiently detailed, description of the data so that other readers can make decisions about the transferability of the findings (Lincoln & Guba, 1985; Tellis, 1997).

Data Analysis

Data analysis occurred during each stage of the study and, as Thomas and Nelson (2001) described, was a "process of making sense out of the data" (p.340). This involved an analytic strategy leading to the construction of statements (Tellis, 1997) that gave answers to the research questions (Bassey, 1999). Knowledge emerged from a hermeneutic process seeking meaning from the data or to account for what was being reported (Pope, 2006). Meaning was formulated through the "intersubjective processes at play" because I had to become a "virtual participant" in order to understand the meaning (Carspecken, 1996, p. 98) of what was reported. Essentially, emergent data is an interpretation by the researcher of the explanations provided by the participants (Denzin & Lincoln, 2000). The value of this case study therefore depended on how adequately the multiple understandings are presented.

Familiarisation with, and organisation of, the data was required before it could be analysed. Both processes led to data reduction. Initial coding focused on looking for regularities, patterns, topics and the notation of words or phrases to represent them (themes) (Brogden, & Knopp Bilken, 2007). A word frequency analysis was used to begin the process of open coding. This involved a word by word, line by line analysis of the data in order to identify concepts and categories which could then be broken apart further (Grbich, 2007), facilitating the initial codes that then provided a means of categorising data. This phase of analysis has also been referred to as category conceptualization (Strauss & Corbin, 1990). Constant comparative analysis

(Strauss & Corbin, 1990), where an inductive process of qualitative analysis of data took place to test for similarities and differences, further refined the categories and allowed meaning to be drawn from the categories. The categories generated contained conceptual power as they served to pull together groups of concepts into sub categories (Strauss & Corbin, 1990).

As I discuss further in Chapter 8, three types of themes were generated. One type of theme was the _ordinary themes', which were those expected. Another theme type was the unexpected themes which were not predicted, and the final theme type were the contrary themes that come from evidence that did not support the major themes emerging during the open coding (Creswell, 2008). This last form of theme identification is sometimes known as _negative case sampling' (Ary et al, 2006) as the researcher looks for evidence that disconfirms or directly contradicts the expectations and explanations, by looking for evidence that directly disagree with what is expected.

The next step in analysis was axial coding (Gratton & Jones, 2004; Strauss & Corbin, 1990). This involved positioning each category at the centre of the process being explored (as the core phenomenon) and then relating the other categories to each one. A coding paradigm was created to portray the interrelationship of casual conditions, strategies, contextual and intervening conditions and consequences (Creswell, 2008). Through selective coding categories were integrated and refined (Strauss & Corbin, 1990) with the intention that central categories would be generated to represent the empirical data and the main themes of the study (Grbich, 2007).

The identification of key themes from within each data set (intra textually) was then analysed across the data sets (inter textually). Intra textual analysis consisted of

an initial coding of data into meta-themes and provisional categories (Creswell, 2008) in order to establish the main themes representative of the total data. The constant comparison contained four steps (Glasser & Stauss, 1967) involving:

1. Classification of common categories across all data;
2. Identification of common themes;
3. Comparison of themes across data (triangulation); and
4. The development of an explanatory theory.

This interpretative perspective, allowing understanding to be generated from the data through a process whereby initial themes are grounded by constant comparison within and across data sets, facilitated the generation of a more substantial theory.

Ethical considerations

Educational research often deals with human subjects with feelings, sensitivities, and rights who must be treated ethically (Ary et al., 2006). The University of Tasmania Social Sciences Human Research Ethics Committee approved the research project (Approval Number: H10384) (see Appendix 6). The study featured eight constructs to ensure that participants were treated ethically throughout the project (Kervin, 2006):

1. Disclosure: The purpose of the study was declared up front; volunteers were provided with information about the institution providing ethics approval, how privacy would be assured and the manner in which the data was to be used, reported and detailed was explanation before surveys and interviews commenced. This was repeated before participants completed surveys were submitted. The information was contained in consent and

information letters (Appendix 12) and information at the start of the Websurvey instruments (Eysenbach & Wyatt, 2002);

2. Voluntary consent: Participants were free to withdraw at any time (Kervin, 2006);
3. Informed consent: Participants were informed of all potential risks and benefits before giving their consent (Kervin, 2006);
4. Anonymity: The data collected was not able to be traced back to respondents (Kervin, 2006);
5. Confidentiality: Participants‘ names were disassociated from responses during the coding, recording and reporting processes by the use of aliases or pseudonyms for individuals and places (Creswell, 2003; Till, 1997);
6. Confidentiality: Personal information was not collected (Till, 1997);
7. Confidentiality: All data collected was securely stored, and in an appropriate manner so as to retain its integrity (Eysenbach, 2004); and
8. Bias: Participants were not asked leading questions (Kervin, 2006). The researcher did not impose an agenda, and remained open to opinions contrary to their own belief (Kervin, 2006).

Consideration was given to including observation of a sample of PETE-PS teachers in the field while on PTP4. However, the dual role of the researcher (discussed earlier in this chapter) raised some issues in terms of design. I felt I couldn‘t undertake this type of data collection without compromising my role as one of the university liaisons for PTP4 placement.

Conclusion

The study makes an original contribution to the literature on teaching sport for understanding by articulating sport literacy. Chapter 6 and 7 report the limits, constraints and possibilities connected with sport teaching in physical education for sport literacy in South Australian secondary schools. This study therefore contains informative potential for the physical education teaching profession in South Australia as there has not been an investigation considering the twinning of TGfU and SE curriculum models in South Australian secondary schools. It is probably that this could also impact on other Australian states and indeed oversees due to the limited consideration generally of TGfU and SE as twinned models. Furthermore, there is potential for this research to impact on the development of curriculum and pedagogical knowledge that goes beyond surface technical knowledge to improve teacher efficacy in developing sport as learning environments that assist achievement of learning outcomes for students. Through the development of the deep knowledge related to understanding the design and enactment of curriculum, teachers are better able to identify the assumptions they make about their practice and to become active learners and inquirers about practice that enhances learning (Hattie, 2003).

This chapter has outlined the methodological decisions made in design, collection and representation of the data. Chapter 6 presents the data collected from each of the sources and phases of the study.

Chapter 6: Results

Making children wait in line to use one ball is like giving a class one pen...and expecting them to learn to write (Williams, 1996, p.45)

Introduction

This chapter reports the data relating to the phases of the study. The qualitative data collected through a pre instruction questionnaire, post instruction questionnaire, post professional teaching practice survey and semi structured interviews is reported to specifically explore the limits, constraints and possibilities for planning and enacting sport teaching that develops learners sport literacy. The data covers the three stages of this research:

1. PETE-PS teachers learning to *enact* sport teaching to meet the curriculum outcomes of the local curriculum framework;
2. PETE-PS learning to *design* sport teaching to meet the curriculum outcomes of the local curriculum framework; and
3. PETE-PS field (school) experiences of PETE-PS teachers while on professional teaching practice placement.

The data presented in this chapter will be analysed and discussed in Chapter 7 with reference to the literature review (Chapter 2) and other research considerations of the limits, constraints and possibilities presenting to PETE-PS teachers as they translate what has been encountered during coursework into PTP placement.

Data Collection 1: Pre-instruction survey

The survey was completed by 37 PETE-PS teachers. Demographic data information relevant to this sample is presented in Table 4. The qualitative data collected from the web survey considered the curriculum and pedagogical elements the PETE-PS teachers recognised as important for sport teaching within physical education. In addition to the comments provided from open-ended questions the survey provided the opportunity for Likert Scale responses and comment with some questions.

Table 4

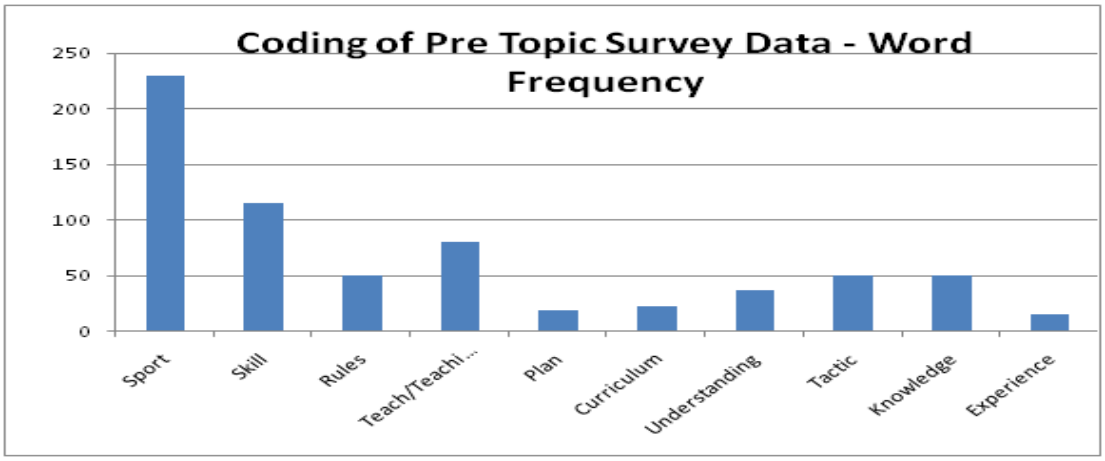
Demographic Data: Pre Instruction Survey of PETE- PS Teachers

Gender	Male	Female			
	18	19			
Age	20-25	26-30	31-35	36-40	>40
	30	5	-	-	2

A word frequency analysis was initially conducted to establish preliminary coding (Table 5). Each line of data was then analysed using the preliminary codes in order to identify categories. Once categories were established a cross-question analysis was performed to identify recurring themes and points of differentiation in the responses.

Table 5

Word frequency coding of pre topic survey data



Data Analysis

Eight themes were generated after further interpretative analysis of the coding. The themes emerging from the analysis of the qualitative data are summarised in Appendix 7.

The data revealed that PETE-PS teachers believed that the most important knowledge for middle and secondary school students to learn from sport teaching are sports skills and sport rules. This learning is felt to be critical in order for school students to perform successfully, participate confidently and enjoy the experience. The sport knowledge physical education teachers need for curriculum planning for sport teaching in physical education consists in their view of:

- How to do the skills of the sport, progress and extend them;

-The rules of sports; and

- Experience of a wide range of sports.

The curriculum knowledge physical education teachers need to teach sport in physical education was considered to be the specific sports and the outcomes specified through the curriculum (ie. SACSA H&PE Framework). Teaching sport

expertly in physical education therefore was seen to require a range of pedagogies selected to meet the needs of the class and individual students.

Sport literacy was not a concept recognisable from the PETE-PS teachers' apprenticeship of observation and participation in sport. However, respondents considered it important that students sport literacy is developed so that learners understand the concepts, strategies, tactics and cultural constructions of sport.

The results indicated that the PETE-PS teachers' positioned teaching for student personal and social development and to meet the 'needs' and 'interests' of the students as the major orientating factors for their sport teaching. The PETE-PS teachers also valued tactical problems as an element of sport curriculum planning. It was also indicated that sport specific skill development was an appropriate focus for learning tasks. All respondents supported the view that the role of the teacher was to provide learning opportunities that engage with the construction of sport knowledge as well as sport skills. Subject content mastery and the consideration of students learning processes did not feature as valued aspects of sport curriculum planning.

The data from the first survey indicated that the PETE–PS teachers were unsure of their ability to plan a unit of work using sport literacy as a focus; however, there was some confidence within the sample to teach a unit of work to develop the sport literacy of the students. Game modification was valued by the respondents as a pedagogical practice that highlights tactical problems and movement solutions. Most respondents agreed that it was not necessary for students to learn full rules adult versions of sport in physical education and that modified games must meet the developmental needs of the learners. The respondents were inclined to consider that the development of sport knowledge and cognition had to wait until after the development of enabling sport skills. The results indicated uncertainty as to whether

thinking and problem solving activities were as important as skill drills. However, most respondents agreed with the proposition that sport knowledge should be connected across the physical education curriculum.

Data Collection 2: Post-instruction survey

The second data set was collected at the conclusion of the curriculum studies topic foregrounding the construction of sport curriculum within physical education and pedagogy for sport teaching. The topic had introduced the theory and pragmatic elements of a sport literacy framework for sport teaching within physical education. 43 PETE-PS teachers completed the second survey. Demographic data relevant to this sample is presented in Table 6.

Table 6.

Demographic Data: Post Instruction Survey of PETE-PS Teachers.

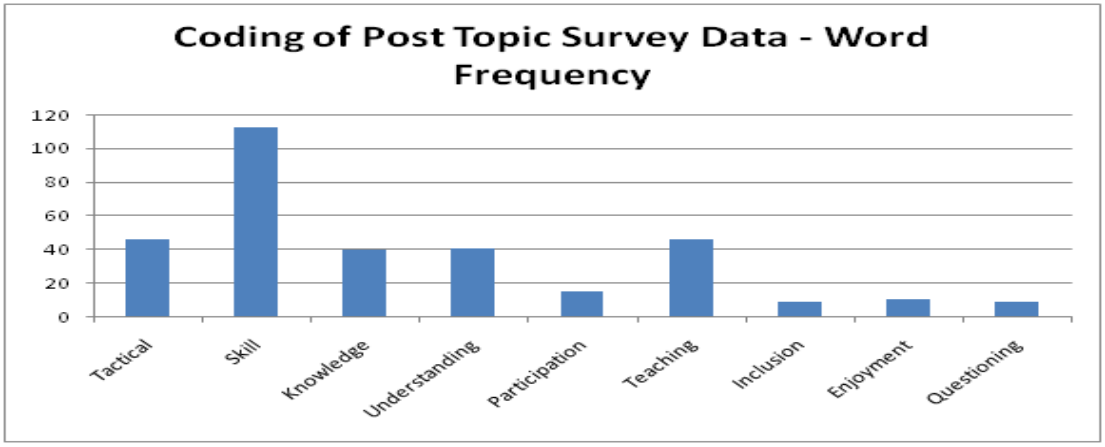
Gender	Male	Female			
	23	20			
Age	20-25	26-30	31-35	36-40	>40
	39	3	1	-	-

Data Analysis

A word frequency analysis was initially conducted to establish preliminary coding (Table 7). These codes were used to analyse the qualitative data so that themes could begin to be generated. Once themes were established a cross-question analysis was performed to further drill down the themes and to identify points of differentiation in the responses.

Table 7.

Word frequency coding of post topic survey data



Nine themes were generated from the PETE-PS teacher's reflections of their experiences learning to play, learning to plan and enact sport teaching through a sports literacy framework. The themes were:

1. Teacher use of questioning as a pedagogical instrument and planning feature is a positive strategy for sport teaching within physical education;
2. A tactical emphasis delivered through guided inquiry has not previously been part of their sport teaching apprenticeship of observation;
3. Inexperience in a sport, or lack of exposure (both theoretical and applied), to a tactical emphasis across a range of sports is a constraint upon the planning and enactment of a sport literacy approach;
4. Designing sport curriculum with a tactical emphasis is challenging;
5. A sport literacy approach is more inclusive and engaging of less able or athletic students, but there are concerns about less time being spent on movement skill development through drills;
6. A sport literacy approach provides an expanded sport knowledge base from which to design and enact sport curriculum within physical education.

7. Designing sport curriculum with a tactical emphasis requires a different ‗mind set' of the physical education teacher;
8. A sport literacy approach places more emphasis on student engagement through empowerment and inclusion; and
9. It is difficult to shift PETE-PS teachers' mental construct of skill teaching from textbook techniques/sport specific movement skills to a ‗game sense' understanding of skill.

The themes are summarised in more detail in Appendix 8. The results indicated, however, that the foregrounding of student knowledge formation through the teacher use of questioning as a pedagogical instrument and planning feature was seen to be a positive strategy for sport teaching within physical education. It was viewed as assisting students and teachers make more sense of sport performance by encouraging breadth and depth of thinking in order to promote knowledge formation. A tactical emphasis delivered through guided inquiry had, in the main, not previously been part of the PETE-PS teachers sport teaching apprenticeship of observation. The data indicated that sport literacy was not a feature of the PETE-PS teacher's biography of engagement in physical education. The majority of respondents (70%) had not observed or experienced features of SE and TGfU in physical education. Using the tactical features of sport to focus lesson planning and delivery was regarded as a departure from the normative practice of physical education.

Inexperience in a sport, or lack of exposure (both theoretical and applied) to a tactical emphasis across a range of sports emerged as constraints upon the planning and enactment of a sport literacy approach. Designing sport curriculum with a tactical emphasis was considered to be challenging as it is a lot of work and required

more thinking, as an initial tactical analysis of a sport may be required in order that the teacher fully understands the sport before they can plan their teaching. Designing sport curriculum with a tactical emphasis was also challenging as it required a different _mind set' of the physical education teacher as the teachers role shifts to become more of a facilitator of learning. A constraint on the planning and enactment of sport literacy was the perception that the potential existed for less time to be devoted to movement skill development through drills if a sport literacy focus was adopted.

Questions in this survey also investigated the PETE-PS teacher's experiences learning to play volleyball, learning to plan and enact sport curriculum through a sport literacy framing. The data suggested that as learners, the PETE-PS teachers believed that the approach improved their sport knowledge and game understanding. While the less experienced players signalled a belief that their sport specific motor skills improved the majority were either unsure (30.2%) or disagreed with the proposition (30.3%) that there was an improvement in their sport specific movement skill. The PETE-PS teachers disagreeing with the proposition had volleyball playing experience either through school (For example: Volleyball as a Year 12 Physical Education topic) or club affiliation.

There was an optimistic and positive response for the potential of sport literacy within physical education. The model was viewed as enhancing their ability to plan quality sport teaching within physical education (90.7%). It was evaluated as being consistent with the intentions of the Middle and Secondary Years Outcomes of the curriculum framework (SACSA) as it was seen to be a framework for sport teaching that assisted their capacity to plan (86%), teach (93%) and assess (90.7%) sport units of work that address student achievement of the curriculum (SACSA)

outcomes. The specific task of analysing a sport for its tactical complexity was considered as having improved their personal sport literacy (81.4%).

Data Collection 3: Post professional teaching practice 4 pre-service physical education teacher survey

The survey was completed 20 PETE-PS teachers. Demographic data relevant to this sample is presented in Table 8.

Table 8.

Demographic Data: Post Professional Teaching Practice Survey of PETE-PS Teachers

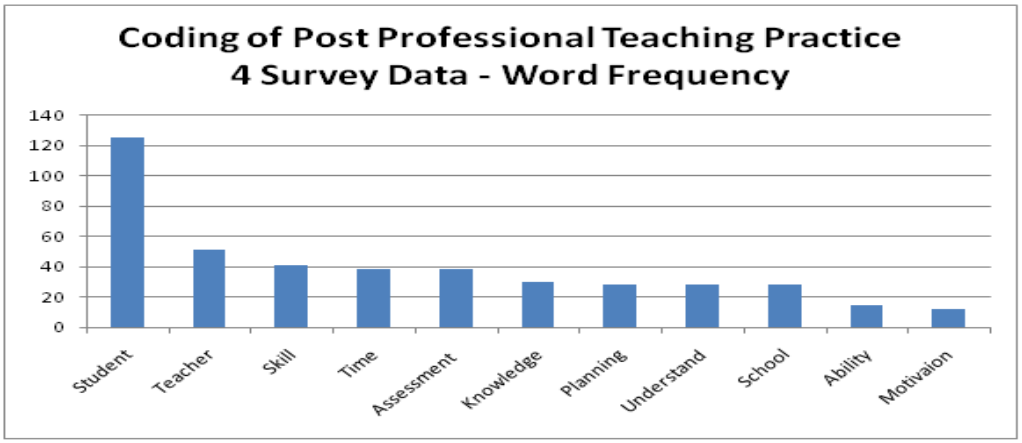
Gender	Male	Female	Unknown		
	10	9	1		
Age	20-25	26-30	31-35	36-40	>40
	18	1	-	-	-

Data Analysis

The data collected through the post Professional Teaching Practice 4 web-survey is summarised in Appendix 9. A word frequency analysis was initially conducted to establish preliminary coding (Table 9). These codes were used to analyse the qualitative data so that themes could begin to be generated. Once themes were established a cross-question analysis was performed to refine the themes and to identify points of differentiation in the responses.

Table 9.

Word frequency coding of post professional teaching practice survey data



Eight themes were generated in consideration of the sport curriculum and pedagogy the PETE-PS teachers enacted, experienced and observed while on PTP. The themes were:

1. The PETE-PS teachers perceived a general absence of familiarity and understanding of TGfU and SE among physical education teachers.
2. PETE-PS teachers perceived physical education teachers as habituated curriculum and pedagogical actors;
3. TGfU and SE appeared to represent different ways of thinking about the planning and enactment of sport teaching, the role of students, and the objectives of the teacher from that experienced in school settings;
4. PETE-PS teachers required supportive school mentors if they are to attempt alternative pedagogical practices (such as TGfU and SE) while on PTP ;
5. PETE-PS teachers needed to see experienced teachers enacting TGfU and SE informed curriculum and examples of school based curriculum planning informed by TGfU and SE while on PTP;

6. Implementing TGfU and SE informed curriculum was problematised by students‘ perceptions of what sport teaching and learning should be like;
7. PETE-PS teachers believed that TGfU and SE informed curriculum is more inclusive and equitable of all students learning; and
8. There is insufficient time to achieve the ambitions of SE within the curriculum unit structure of physical education.

The themes grouped according to 4 general categories: Teachers; Students; Knowledge; and Time, are summarised in Appendix 9.

The PETE-PS teachers perceived an absence of familiarity with the operation of TGfU and SE and understanding of TGfU and SE curriculum intentions among physical education teachers. Physical education teachers were also perceived to be habituated curriculum and pedagogical actors. There were indications that PETE-PS teachers saw both TGfU and SE models as helping to frame sport teaching for the achievement of the physical education curriculum outcomes, and that the models would be used by them in the future. TGfU and SE did appear to represent different ways of thinking about the planning and enactment of sport teaching, the role of students, and the objectives of the teacher for mentor teachers. The PETE-PS teachers desired and appreciated school mentors supportive of their attempts at ‗alternative‘ pedagogical practices (such as TGfU and SE).

PETE-PS teachers wanted to see experienced teachers enacting TGfU and SE informed curriculum and examples of school based curriculum planning informed by TGfU and SE while on PTP to consolidate pedagogical content knowledge perspectives experienced in their topic coursework. In some instances where the PETE-PS teachers did implement TGfU-SE informed enactment of sport teaching

the teaching practice was constrained by students‘ perceptions of what sport teaching and learning should be.

The PETE-PS teachers believed that there is insufficient time to achieve the ambitions of SE within the curriculum and time structure of PE. That is, the length of the units of instruction (typically between 3-5 weeks) and time allocated within the curriculum for PE are not long enough. A further constraint is that TGfU and SE informed sport curriculum took more time to plan and prepare than skill based lessons. Two factors appeared to contribute to this. It requires greater pedagogical and sport content knowledge and, the PETE-PS teachers felt that they lacked sport knowledge across a range of sports and the sport categories necessary to use TGfU and SE informed curriculum and pedagogy.

Data Collection 4: Professional teaching practice pre-service physical education teacher interviews

Semi-structured interviews occurred for the PETE-PS teachers volunteering for the sample group study of sport teaching in physical education experiences in school settings. Eight PETE-PS teachers volunteered for the interview. The addressed the PETE-PS teachers‘ perceptions of the limitations, constraints and possibilities to enact sport teaching consistent with what they had modelled in their topic coursework into school settings on PTP. The interview summaries are found in Appendix 10. Themes within each interview (intra textually) were identified by an initial open coding during the transcription of the interview audio, followed by the grounding of this data into themes for each interview. Intra textual analysis consisted of comparison of themes across interviews in order to establish the main themes representative of the data as a collective sample. Table 10 presents this analysis.

Table 10.

The Physical Education Teacher Education- Pre Service Teacher Interviews: Themes.

- Planning sport curriculum through a TGfU and/or Sport Education focus is more complex and, therefore, more difficult and time consuming, than planning for a more normative technical ‗skill' focussed teaching progression.
- PETE-PS teachers were unable to observe enacted examples of TGfU and/or Sport Education curriculum by mentor teachers and other physical education teachers while on PTP as they were not pedagogical models obviously informing the construction of sport teaching.
- An absence of role modelling, memtoring and evidence of TGfU and/or Sport Education in practice in schools was a constraint upon PETE-PS teachers consolidating and expanding their understanding of the planning and enactment of this type of sport curriculum.
- Mentors who are willing to support the enactment of TGfU and/or Sport Education curriculum by PETE-PS teachers were desired by the PETE-PS teachers.
- Mentors who are able to provide constructive feedback about the enactment of TGfU and/or Sport Education curriculum by PETE-PS teachers were absent, but desired, by the PETE-PS teachers.
- An absence of TGfU and/or Sport Education related resources, texts and examples of units of work at the schools constrained the planning of the PETE-PS teachers.
- The expectations of students about physical education and how it is taught constrains the achievement of the objectives of TGfU and/or Sport Education curriculum.
- The Outcomes and Standards of the curriculum framework did not appear to inform the construction or assessment of sport teaching in physical education in any meaningful way.
- The physical education curriculum was uniformly a multi-activity construct emphasising physical activity accumulation and/or ‗textbook technique' skill learning.
- The degree of experience and exposure a teacher has with a game/sport is instrumental to the confidence in the use of a TGfU-tactically orientated pedagogy.

The results revealed that the PETE-PS teachers believe planning sport curriculum through a TGfU/Game Sense, SE or blended TGfU-SE design is more complex and, therefore, more difficult and time consuming than planning for a more normative technical _skill and drill' focussed teaching progression. The PETE-PS teachers were unable to observe enacted examples of TGfU and/or SE curriculum by mentor teachers and other physical education teachers while on PTP. TGfU and SE were not curriculum models apparent in informing the construction of sport teaching in most settings.

The absence of role modelling, mentoring and evidence of TGfU and/or SE in practice in schools was a constraint upon PETE-PS teachers consolidating and expanding their understanding of the planning and enactment of this type of sport curriculum. The PETE-PS teachers desired mentors who were willing to support the enactment of TGfU and/or SE curriculum. The absence of TGfU and/or SE related resources, texts and examples of units of work at the schools where they were placed for PTP further compromised the opportunity to design and enact teaching in a manner similar to their PETE experience.

The expectations of students about physical education and how it is taught was also a constraint upon the enactment and achievement of the objectives of TGfU and/or SE curriculum while on PTP. While the Outcomes and Standards of the curriculum framework (SACSA) were considered to be consistent with the objectives of sport literacy, the curriculum framework did not appear to inform the construction or assessment of sport teaching in physical education in any meaningful way. The physical education curriculum was uniformly a multi-activity construct emphasising physical activity accumulation and/or _textbook technique' skill learning.

Data Collection 5: Professional teaching practice mentor interviews

Semi-structured interviews occurred with seven PETE pre-service teacher mentors in school settings. The mentors were from different schools to the PETE-PS teachers volunteering to be interviewed for this study. As in the case of proceeding interviews, themes within each interview (intra textually) were identified by an initial open coding of the interview notes. This was followed by the coding into themes for each interview. Intra textual analysis consisted of comparison of themes across interviews in order to establish the main themes representative of the data as a collective sample. The themes are summarised in Table 11 and the interviews in Appendix 11.

Table 11.

The Physical Education Teacher Education Mentor Teacher Interviews: Themes.

- All of the teachers were aware of TGfU and Sport Education as curriculum and pedagogical models, however, in all but one school the models had not been a feature of the planned PE curriculum.
- The curriculum focus was consistently constructed as emphasising exposure and experience to a broad range of sports and physical activities.
- The curriculum Standards and Outcomes did not appear to direct the teaching and programming in an informed way.
- Regardless of age or experience/years of teaching TGfU pedagogy was problematised around the supervision of multiple games or activities and the capacity of the teachers to ‗trust' students when not under their direct supervision.

All of the teachers were aware of TGfU and SE as curriculum curriculum models; however, in all but one school the models had not been a feature of the planned physical education. The physical education coordinator was cited as a factor in limiting the use of alternative sport teaching constructions as the coordinator

generally approves, either directly or indirectly, the design and enactment of the curriculum. The curriculum focus for these teachers at most of the sites was exposure and experience to a broad range of sports and physical activities through a multi-curriculum program.

The curriculum Standards and Outcomes (DECS, 2004) did not appear to direct the teaching of the school physical education, curriculum design or the enactment of teaching of the individual teachers, in an informed way. Regardless of age or experience/years of teaching TGfU pedagogy was problematised by the need for supervision of multiple games or activities and the capacity of the teacher to ‗trust' students when not under direct supervision.

Conclusion

The PETE-PS teachers' interpretations of the pedagogical strategies of sport literacy were positive and viewed favourably for the design and enactment of sport teaching in secondary school physical education. It was, however, evident that the PETE-PS teachers' expectations going into the curriculum studies topic were informed by ritualised curriculum practices and the habituated enactment of sport teaching existing during their apprenticeship of observation and continuing into their PTP experiences.

The results also provided insights into the limits, constraints and possibilities for PETE ‗rethinking' sport teaching in physical education, and for PETE-PS teachers taking what they have learnt about pedagogically progressive sport teaching for the achievement of the curriculum outcomes (DECS, 2004) in their PETE into school settings. I discuss this in more detail in the following chapter.

Chapter Seven: Discussion

It is easier to change the location of a cemetery, than to change the school curriculum (quote attributed to Woodrow T. Wilson, academic scholar, University President and then 28th President of the United States)

Introduction

This research used the development of sport literacy as a conceptual framework for the design and enactment of sport teaching. From this, the following research questions were set:

- Does a sport literacy framework (TGfU-SE) assist teachers plan and enact sport teaching in physical education?
- In what ways is sport literacy (TGfU-SE) a useful concept for sport teaching in physical education?

In order to structure the research a series of secondary questions were developed (refer to Chapter 5). A case study methodology of a cohort of PETE-PS teachers learning to design and enact sport teaching within physical education was employed to see how PETE-PS teachers used the tenets of sport literacy. The research instruments qualitatively examined the PETE-PS teachers' experiences with sport literacy through a University curriculum specialisation topic and from the field experience context of teaching sport within secondary school physical education. The research instruments facilitated the investigation of the limits, constraints and possibilities for utilising sport literacy in PETE and physical education teaching.

The discussion engages with the results presented in Chapter 6 and relevant arguments and observations from physical education literature. As this chapter

evolved I arrived at the decision that a thematic structure was preferable, enabling greater depth of analytical commentary. The results from the various phrases of the study were consequently treated as a set and re-examined for key findings emerging from the research questions. Twelve themes were generated from this examination, and the rest of this chapter is organised to discuss the results by these themes.

1. Acculturation of PETE-PS teachers

PETE-PS teachers‘ understandings about the sport teaching and learning in physical education are formed by socialisation processes. Prominent in this socialisation of expectation of the form and function of sport teaching is the „apprenticeship of observation“ (Lortie, 1975; see Chapter 1). Research has indicated that sport is a significant socialising agent in the choice to be a physical education teacher and in understanding what it means to be a physical education teacher (Capel, 2005; Green, 1998; Sofo & Curtner-Smith, 2010). Much of this understanding is arrived at by acculturating[15] influences upon the teacher‘s biography away from, outside of, or before the professional socialisation of PETE.

The PETE-PS teachers‘ initial understanding of sport teaching in physical education was arrived at by acculturated experience. Perceptions related to the design, enactment of sport teaching were initially nested in experiences of physical education at school, school observation experiences as part of their university course work, and community sport/sport coaching interactions. An anticipated primacy of declarative content knowledge in sport teaching was apparent.

[15] Acculturation is the influence on the individual of interactions with significant people and experiences (Capel, 2005)

Prior to the intervention of the curriculum specialisation topic dealing with sport pedagogy through the lens of sport literacy the PETE-PS teachers appeared to view sport in physical education as consisting substantially of the technical skills of sport and how to progress or extend the development of those skills, and the rules of sport. While tactics were also commonly cited as knowledge integral to teaching students how to play a sport, there was no evidence in the responses of a requirement for teachers to have deep understanding of sport in order to enact sport units of work. For example, this was typical of the comments articulating the recognised knowledge base for sport: *A basic knowledge of the sport to enable them to plan a unit around this in relation to how to do the skills, how the game is played (i.e. rules), tactics of the game* (PETE-PS teacher comment, Survey 1).

The PETE-PS teachers used *basic* and *good* as the typical descriptors related to the depth of knowledge of sport required by physical education teachers. It could be speculated that this was also indicative of the expectations of the PETE-PS teachers about student learning in physical education sport settings. If only a _basic' or _good' knowledge of sport was expected to be able to teach sport it could be that they only expected a need to design _basic' or _good' sport experiences for students. However, one PETE-PS teacher's comment stood out as demonstrating a greater awareness of procedural knowledge, and for its greater expectations in relation to the depth of knowledge required by the teacher.

> *PE teachers require in-depth knowledge of the skills, rules and tactics that they wish to cover in each unit throughout the year - importantly making connections between the units where necessary.* [This] *will allow PE teachers to plan effectively i.e. taking into account the need to adapt their units depending upon what year level and ability group*

they are teaching and how to devise appropriate assessment methods which meet their desired outcomes (PETE-PS teacher comment, Survey 1).

This recognition was, however, atypical of the responses received.

The importance PETE-PS teachers initially place on content knowledge has been reported in other studies (Hayes et al., 2008; Herold & Waring, 2009). Hayes et al. (2008) recognised the dissonance between the conceptualisation of subject knowledge as content knowledge by PETE-PS teachers and in-service teachers, and PETE broader conceptualisation of subject knowledge. In this study, recognition by PETE-PS teachers of sport teaching being informed by knowledge about sport as a socio-cultural or vocational practice was not evident in the data gathered.

The PETE-PS teachers regarded experience as a sport participant or player as essential in providing the knowledge for sport teaching. It was generally considered that experience in a sport was essential in the design and enactment of sport teaching for quality learning. The challenge arising from this expectancy is that it is not possible for a PETE-PS teacher to experience every sport that could possibly be taught in a school during their PETE course work. While there are over 60 sports registered as members of SportSA (SportSA, 2010), there is no curriculum directive from the SACSA H&PE Curriculum Framework as to which sports to teach and there is no teacher registration requirement for physical education teachers to be experienced in sport or sport education, as there is in some other states. The choice as to which sports and the curriculum _packaging' of sport experiences is left to local school and teacher decision making. However, the PETE-PS teachers indicated that there are sports commonly taught across secondary schools in South Australia. Over the journey of a PETE-PS university degree sport knowledge must be developed in

other ways, or PETE-PS teachers must be provided with a tool or framework through which to acquire this knowledge.

Ennis (1995) asserted that the enacted curriculum of teachers is closely connected to pedagogical content knowledge. As the pedagogical content knowledge of physical education teachers can be highly domain specific, due to the variability of experience with the sports they are likely to teach (Griffin et al., 1996), I argue that the opportunity to formulate a framework through which to interrogate specific sport knowledge is important in PETE. The results indicated that PETE-PS teachers were most confident with continuing with a sport literacy approach with sports they were familiar with. Therefore, a constraint on the development of a teacher‘s ability to implement a progressive curriculum approach, like sport literacy, will be the range of sports a teacher has been pedagogically exposed to during initial PETE. The results of this study lend support to the suggestion that sport pedagogical content knowledge is a constraint upon progressive sport teaching for the PETE-PS and in-service teacher.

Griffin et al. (1996) explained the influential nature of content knowledge for TGfU informed physical education teaching. Inexperience or a lack of theoretical and applied exposure to a tactical emphasis across a range of sports was recognised as a barrier to the use of TGfU iterations by teachers. Solomon et al. (1991) asserted the importance of teacher content knowledge in physical education because of its deterministic influence on the effectiveness of teacher analysis of student performance and the quality of corrective feedback. They also reported that physical education teachers with high content knowledge interacted more with students about their learning and that skill improvements were likely to be more rapid for students who had a high content knowledge teacher. Knowledge across a range of sports and

sport categories was frequently cited as a major part of the content knowledge of physical education teachers by the PETE-PS teachers when questioned about the knowledge domains informing physical education teaching and, the content of secondary physical education.

It was evident that the domain (sport) specific content knowledge that would inform the sport literacy of PETE-PS teachers for unfamiliar sports was constrained by the limitation of university course work experiences. The time constraints on university course work and the nature of the university teacher education program where learning is ‗packaged' into discrete ‗boxes' called topics was positioned as problematic from the PETE-PS teacher perspective. The PETE-PS teachers indicated that they had not been exposed to enough sport experiences during their course work because of the curriculum design and content emphasis of their PETE program. This feeling was evident in both the survey results and the PTP4 interview results. For example:

> *I really believe that we have not done anywhere near the amount of practical we should have. For us to have a unit plan and at least a session or a block of practical experience for most sports, so that we feel confident and we have the knowledge of skills, rules, safety and understanding of the game to deliver a range of sports to students* (PETE-PS teacher, comment, Survey 1).

2. Knowledge informing sport teaching

The knowledge base for sport teaching was almost exclusively communicated in the first data set as declarative ‗know about' content knowledge. Declarative knowledge for sport teaching is not of itself indicative of one's ability to teach sport to

achieve the curriculum expectations of a curriculum framework (refer to Chapter 2). This declarative emphasis demonstrates that for this group of PETE-PS teachers a performance perspective of knowledge was evidenced while a socio-cultural knowledge base inclusive of the rituals, culture, interpretation of rules, conventions of sport, vocational roles and the social meanings associated with particular sports and their practice was conspicuously absent from responses. An identification of declarative knowledge also does not indicate an intention to use the knowledge, nor does it explain how it is to be used. It was, therefore, necessary to investigate the curriculum and pedagogical knowledge awareness of the pre-service teachers. This occurred with the aim of gaining an initial insight into the understanding of procedural and contextual curriculum knowledge of PETE-PS teachers.

The curriculum knowledge identified by the PETE-PS teachers to teach sport in physical education centred on the individual, or specific, sport to be taught. It was clear that there was a perception that there were common sports taught regularly in schools and that these essentially represented the dominant content of the physical education curriculum. Being knowledgeable about these sports was considered important. For example, *I feel knowing more about common sports such as netball, football, soccer, touch and volleyball is a key as most schools teach them regularly* (PETE-PS teacher comment, Survey 1). An understanding of the knowledge that informs education as motor skill development appeared grounded in a behavioural understanding of teaching and learning.

The knowledge necessary for secondary school students to learn was identified as sports skills and sport rules. This was apparently prioritised so that students can perform successfully, participate confidently and enjoy the experience. It reinforced the precedence of declarative knowledge in the PETE-PS teachers‘

initial conceptualisation of sport teaching and learning. The following comment typifies the expression of PETE-PS teachers understanding of the knowledge considered important in sport teaching contexts.

> *In my experiences of coaching, which led to my desire to become a Phys Ed teacher, the students in my sports teams who developed the skills for a sport the least, dropped out of the sport completely. They played and had fun, but the further along they went, they fell further behind the group. Their lack of skill development caused them to be unsuccessful and continuous losing can have a depressing effect and thus not wanting to be a part of it anymore* (PETE-PS teacher comment, Survey 1).

Although the ‗skills of the sport' emerged as the focus that the PETE-PS teachers expected in sport teaching in physical education, a concern for students' personal development and opportunities to meet the needs and interests of students were also prominent perspectives expressed. While there was an acknowledgement that students who cannot meet the skill learning expectations of units of work become disenfranchised from sport in physical education, comments like the one above indicate that ‗more of the same' is regarded as the solution, rather than a broadening of the learning objectives beyond the motor skills for performance.

Recognition of the need for pedagogical diversity as a necessary instructional strategy to teach sport expertly in physical education was also evident in the responses. The PETE-PS teachers appeared to understand that the pedagogies selected should be on the basis of meeting the needs of the class and individual students. Game modifications were clearly recognised as a tool through which to design tasks that present tactical problems and frame movement solutions.

However, it was noticeable that the SE pedagogical elements, such as team affiliation, role responsibilities, and formalised competition, together with the broader sociological learning associated with SE and TPSR did not emerge as curriculum and pedagogical elements noted as important for sport teaching within physical education.

A theme evident from the analysis of data across all of the data sources was that PETE-PS teachers appeared to assume that the development of sport knowledge and cognition had to wait until after the development of enabling sport skills. Furthermore, there was uncertainty amongst the PETE-PS teachers as to whether thinking and problem-solving activities were as important as skill drills. This highlights the apparent inability of their previous encounters with TGfU, SE and TPSR as individual models during their PETE-PS course work to challenge normalised understandings of the teacher knowledge informing the teaching of sport in physical education.

3. Sport literacy as a curriculum idea

Despite the acculturated teaching orientations indicated in the first survey the introductory explanation of sport literacy was optimistically received. For example, one PETE-PS teacher commented:

> *I believe it is important to develop students' sports literacy because sport plays such a huge role in the community. There are so many different aspects to sport that playing and mastery of specific skills is just one component. The alternate roles (such as coaches, umpires etc) may well appeal to different people who are less proficient at the*

specific skills but who's interest is still valid as it is very much another component of sport (PETE-PS teacher comment, Survey 1).

However, most of the understanding about sport literacy was intuitive from the description provided in explaining the concept. The following comment was typical of the answers received in response to the question, "What do you know about sport literacy?": *Very little, but from what I can gather, I think it is about teaching students more than just the skills in sport* (PETE-PS teacher comment, Survey 1).

It was anticipated that there would be recognition of sport literacy from a previous topic foregrounding SE and the use of game sense games within SE. However, the data indicated limited recognition among this group of PETE-PS teachers of SE's emphasis upon literate participants. While it was to be anticipated that sport literacy would not be a concept recognisable through the PETE-PS teachers' apprenticeship of observation and participation in sport, it was notable that connections were not made to the emphasis on literate sport participation by Siedentop et. al. (2011). However, it was encouraging that respondents considered positively the proposition that students' sport literacy be developed so that learners understand the concepts, strategies, tactics, and social and cultural constructions of sport. Overall, however, the data appeared to support the research literature assertions of the dominance of declarative knowledge in physical education teachers understanding that sport teaching and learning is about textbook techniques and individual sport performance. As other studies have repeatedly highlighted, the discourse of sport specific motor skill development clearly lingers in the constructed consciousness of the physical education community of practice (see Chapter 2).

A twinned TGfU-SE framework as sport literacy clearly represented a different construction of meaning about the design and enactment of sport teaching, the role

of the learner, and the objectives of the teacher for the PETE-PS teachers. Despite the difference to the apprenticeship of observation and previous engagement in sport teaching and learning by the PETE-PS teachers the results indicated an optimistic and enthusiastic response to sport literacy as a framing for the design and enactment of sport teaching.

4. PETE course work: Shifting knowledge and pedagogical boundaries

Prior to the curriculum studies topic preceding the PTP experience the PETE-PS teachers perceived TGfU and SE as discrete instructional models (Metzler, 2005). They had not considered they might be regarded as compatible and complementary intentions inherent in the models. Most did not recognise prior experience of TGfU or SE curriculum features as part of their school physical education when they were at school and students of physical education. From this it could be speculated that since the large scale trials of SE in the 1990‘s interest in SE may have diminished within secondary physical education. The absence of SE as a feature of the PETE-PS teacher‘s own physical education also poses questions about the sustainability of curriculum innovations and moving from innovation to habituated curriculum practice. These questions will be returned to in the Conclusion (Chapter 8).

To enable the PETE-PS teachers to experience the intentions of a sport literacy framework ‚first hand‘ they were placed into learning situations indicative of teaching with a sport literacy intention. The emphasis was not on learning to play the sport as a school student would learn to play, but to experience the curriculum and pedagogical emphases associated with learning to teach volleyball through the lens

of sport literacy. The data suggested that practical and theoretical interactivity with a pedagogical curriculum model promoted critical reflection on acculturated and institutional experiences of sport teaching. This appeared central in prompting shifts in the knowledge assumptions and pedagogical boundaries of PETE-PS teachers. This study appears supportive, therefore, of PETE potential as an agent capable of provoking a shift in the knowledge and pedagogical boundaries of pre-service teachers.

The data appears indicative of PETE-PS teachers' ability to reflectively engage with pedagogically progressive sport curriculum when the PETE-PS teacher is positioned as a student of a sport. Experiencing a curriculum model as enacted curriculum permitted examination of the proposed benefits from a personalised perspective that was not possible if instruction is restricted to theoretical posturising and 'textbook' interrogations. This comment by a PETE-PS teacher captures the general feeling about the potential of course work topics in creating an enhanced understanding of what is possible for sport teaching in physical education.

> *It's altered my philosophy of teaching PE. Doing the curric studies topic and learning about tactical games was easily one of the best topics. Opened my eyes, there is more to the game than being able to do the skill correctly. Even little things like the students being aware of their movement off the ball, like when they are not doing a set, not just standing there, moving and anticipating. I wouldn't have talked about time and space, I would have just talked about how to perform the set correctly. Made me aware that there is more knowledge required to be successful in a game than simply skill acquisition. Saw sport as, learn*

these skills and then play a game, but now I understand the game differently (PETE-PS teacher comment, PTP4 interview).

The comment also highlights how the PETE-PS teachers focussed in on the movement performance elements of the sport experience. While cultural and personal-social skill learning was not ignored, other aspects of ‗learning' sport were not foremost in the reflections of the topic experience by the PETE-PS teachers. The research also indicated that interrogation of theory and translating theory into practice through lived experience as a learner is however, insufficient in enabling PETE-PS teachers to be agents of curriculum and pedagogical change in the field. Ingvarson et al. (2005) suggested that exposure to course content and experience of certain modes of learning how to teach influence the pre-service and beginning teachers' self efficacy. Opportunity to learn about teaching is then a function of the quality of university teaching and course design, and the PTP school experiences. The results of this research lend support to the central role of university course work in exposing PETE-PS teachers to curriculum pedagogical knowledge and content bases for sport teaching in physical education.

At all stages of the data collection it was noted that a course topic on curriculum specialisation focussed on sport literacy was instrumental in the PETE-PS teachers feeling that they had the curriculum and pedagogical knowledge to design and enact sport teaching differently to what they had been exposed to during their apprenticeship of observation. I conclude that the opportunity to live the curriculum as learners is valuable in PETE-PS teachers coming to know, understand and appreciate the efficacy and value of a curriculum curriculum model in achieving student learning. However, of itself it is insufficient in constructing PETE as an agency for curriculum renewal through the enacted practice of PETE-PS teachers.

5. Sport literacy promotes a different learning experience

The PETE-PS teachers noted that learning to play a sport framed by a sport literacy learning cycle was different to previous experiences as a school physical education student or experiences in sport coaching settings. It was signalled that the sport literacy framing was more inclusive, involved and engaging. The following comment is indicative of responses to the sport learning experience: *Positive enjoyable experience through developing knowledge and understanding* (PETE-PS teacher comment, Survey 2). An enhanced sense of belonging was also evidenced in the data. Increased responsibilities and opportunities to contribute to the success of the team were appreciated as extra dimensions within the learning environment. The following comment illustrates these sentiments: *Allows all students to have a role, perpetuating self belonging and encourages self value within physical education* (PETE-PS teacher comment, Survey 2).

The PETE-PS teachers identified that sport literacy improved their sport specific knowledge and understanding of the sport in focus. Most of the respondents believed their sport specific knowledge improved (81.4%) and game understanding also improved (79%). Comments relating to improvement in game knowledge or understanding were, however, exclusively tactical and strategic in nature. While social and cultural dimensions of learning, encouraged through individual and team role responsibilities and success as a measure of team performance, were valued aspects of the learning environment these dimensions of learning did not figure in reflections about improvements in sport knowledge and understanding. Learning about volleyball as a codified sport and for volleyball as a structured system of play were clearly identified as areas of learning, while the personal and social development and cultural dimension of the sport which was expected to emerge from

learning through the sport, did not feature. This again highlights the primacy of the discourse of sport specific skill learning in the conscious and unconscious construction of sport of current PETE-PS teachers.

Less experienced players signalled a belief that their sport specific motor skills improved. However, the majority of respondents were either unsure (30.2%) or disagreed (30.3%) with the proposition that there was an improvement in their sport specific movement skill. Participants felt that an emphasis on teaching for a broader range of outcomes meant that there was a shared emphasis among physical/motor learning, tactical, personal and interpersonal ‗team' skill learning. A consequence of this shared emphasis was that the self-rated ‗experienced' players indicated that they felt that they were not extended in their specific movement skill development.

The expanded emphasis upon sport learning and alternative framing for the design and enactment of sport teaching was favourably received. For example:

> *I love the fact that skills are not the number one factor in practical sessions. I have witnessed how alienating skill based teaching can be and believe a lifelong participation in sport would be much more likely from educating students about how a game is played rather than the skills which make the game* (PETE-PS teacher comment, Survey 2).

A more prominent focus on the learner as a creator and constructor of knowledge was also articulated by respondents. For example, *It put students towards the forefront of their own education, giving them a deeper sense of ownership and feeling of being a worthwhile member of the class* (PETE-PS teacher comment, Survey 2). The PETE-PS teachers indicated that a sport literacy approach placed more emphasis on student engagement through empowerment and inclusion. The potential for it to be more inclusive of students who don't generally feel like they

succeed in physical education was noted. For example, *Less emphasis on skill technique can help students who aren't as athletic to still achieve in PE* (PETE-PS teacher comment, Survey 2). This feature was identified as changing the social dynamics of the classroom. *It creates a more positive relationship between students, students-teacher and students-wider community* (PETE-PS teacher comment, Survey 2). Enhanced opportunities for engagement were recognised as emerging from the expanded notion of ability that allowed other competencies to be recognised. For example, *I liked the fact that even though my skills were not the best I was still able to participate and contribute to the class* (PETE-PS teacher comment, Survey 2).

6. PETE-PS teachers optimistic view of sport literacy

Hopper and Rossi (2001) signalled that generally, there is resistance among PETE-PS teachers to viewing the construction of physical education in new ways. This was not evident in this cohort of PETE-PS teachers' responses to learning to play volleyball and learning to design sport teaching. In a post PTP 4 interview one respondent noted that the opportunity to experience a sport literacy framework as a learner was important not only in their understanding of how to operate the curriculum model, but also in appreciating the alternatives it presented for learning: *I had experienced it at Un. I had an example of how it can successfully run, which is crucial in wanting to give it a go… I found it one of the most beneficial experiences I had done… I learnt so much and had so much fun, you think that how could the kids not enjoy this* (PETE-PS teacher, Interview 8).

A sizeable body of literature outlines female students' disengagement from physical education (for example: Flintoff & Scraton, 2001; Flintoff & Scraton, 2006;

Hastie, 1998; Wright, 1996). Some of this research identifies the curriculum and the pedagogy of the enacted curriculum as the problem (Ennis, 1999; Flintoff & Scratton, 2006, Humberstone, 2002). For example, Ennis (1999) had previously noted that no matter how well the traditional physical education teaching approach is enacted it fails to meet the needs of many female students and less athletic males. Ennis (1999) and Hastie (1998) both reported that student participation can be enhanced if students perceive they have meaningful engagement in an activity. Respondents in Survey 2 recognised that the sport literacy approach provided feelings of enhanced equity between genders and that it was therefore potentially more socially inclusive. For example, [Sport literacy is] *A lot more inclusive and fair between the genders* (PETE-PS teacher comment, Survey 2), and, *It's really inclusive of all involved and provides students with a greater knowledge base* (PETE-PS teacher comment, Survey 2). These are comments that indicate the potential for sport literacy as a more equitable framework for sport learning. This is a relevant consideration for the physical education curriculum in South Australian schools as the curriculum framework indicates that all subjects should be underpinned by a concern for equity, diversity and supportive environments (DECS, n.d.). There was also evidence that the PETE-PS teachers believed that a sport literacy approach to the enacted curriculum provided more emphasis on learning. For example:

- *It offers students a greater chance of learning more and taking part further in classes with greater enjoyment* (PETE-PS teacher comment, Survey 2)*;*
- *… makes educated learners* (PETE-PS teacher comment, Survey 2)*;*
- *Focuses on ‗education' a lot more* (PETE-PS teacher comment, Survey 2)*;* and

- *Students taught to be critical thinkers and problem solver"* (PETE-PS teacher comment, Survey 2).

Overall, the PETE-PS teachers' response to the potential of sport literacy within physical education was optimistic. Combining TGfU and SE within the sport literacy framework was viewed as enhancing teachers' ability to plan quality sport teaching within physical education (90.7%). Sport literacy was seen to be a framework that assisted curriculum planning (86%), teaching (93%) and assessment (90.7%) of sport units of work that address student achievement of curriculum (SACSA) outcomes.

The specific task of analysing a sport for its tactical complexity using an adapted TACTIC matrix (Hopper & Bell, 2000) was considered to have improved the personal sport literacy of the teacher (81.4%). This is a valuable consideration for the preparation of PETE-PS teachers as sport knowledge is highly domain-specific (Griffin et al., 1996). Engaging in a tactical analysis of a sport also appeared to enable tactical questions to be developed so that the teacher could engage students in the construction of tactical game understanding. The data indicated that the PETE-PS teachers viewed the TACTIC matrix (Hopper & Bell, 2000) as a tool through which to enhance curriculum design. It emerged as a useable artefact through which a teacher could illuminate and map the declarative content knowledge for individual sports. Furthermore, undertaking a tactical analysis was valued as it assisted the PETE-PS teachers to design curricular that address student achievement of the curriculum (SACSA) outcomes.

7. Pedagogical thinking was challenged by sport literacy

Designing lessons with a tactical emphasis was, however, found to be challenging as it was regarded as more complex than textbook technique based planning. Complexity was embedded in coming to understand the internal logic (Grehaigne et al., 2005) of a game and in understanding how principles of play (Grehaigne et al., 2005; Hopper, 1998; Pill, 2007a) constructed strategic moments. Understanding how to structure this into the teaching and learning required PETE-PS teachers to invest more time in consideration of appropriate unit content and therefore, more ‗work' was invested to construct the unit plan. It was identified that planning this way required PETE-PS teachers to think more deeply about the way a sport is played. For example, [A] *Lot of planning, more so than traditional types of lessons* (PETE-PS teacher comment, Survey 2).

The PETE-PS teachers found that they were challenged to be more knowledgeable about sport. Previous research has indicated that the level of understanding of a particular sport is a factor in the successful implementation of TGfU iterations with less knowledgeable teachers unable to implement the model correctly (Chandler, 1996; Thorpe et al., 1986; Turner, 1996). This is clearly a challenge for PETE in preparing pre-service teachers to be competent and confident enactors of pedagogically progressive sport teaching intending a deep rather than surface approach to learning. The capability to transform sport content knowledge into a learning experience that is pedagogically powerful can be a daunting task for a novice teacher (Griffin et al., 1996; Hopper, 2002; Rovegno, 1995; Shulman, 1987).

Sport literacy was also indicated as requiring a *different mind-set* (PETE-PS teacher comment, Survey 2). As noted at the beginning of this chapter, this type of design and enactment of curriculum was evidentially not consistent with the previous

experiences of being taught sport or with the observation of the enactment of curriculum in school settings. PETE-PS teachers recognised that the teacher was positioned more as a facilitator rather than a traditional _instructor' (Alexander et al., 1997; Grant, 1992). Making this _mind set' change was evidently challenging for the PETE-PS teachers on a number of fronts. As the literature review (Chapter 2) illustrated, changing ideas about practice can be as challenging as changing the enactment of sport teaching. Alexander et al., (1997), for example, noted that teachers implementing SEPEP indicated the need for changes to their teaching characteristic of deep ideological reform, and this change was often uncomfortable for teachers. It was concluded that a move to a less directive and more interactive enactment of teaching challenges entrenched and often subconscious (or automatic) patterns of engagement between teachers and students.

As sport literacy is conceptualised from the twinning of the curriculum intention of TGfU and SE it was pertinent to investigate the PETE-PS teachers experience with both curriculum model while on PTP placement as well as the practical and personal contextual influences arising from attempts at implementing the curriculum intentions of sport literacy in the field. Factors potentially enabling, limiting and constraining PETE-PS teachers' attempts at designing and enacting pedagogically progressive sport teaching were highlighted by investigating the field experiences (Chapter 3 reviewed TGfU and SE literature).

From the stories of the PETE-PS teachers' engagements with students during the enactment of their sport literacy teaching plans it is apparent that sport teaching in physical education is a complex activity requiring a high degree of cognitive flexibility within dynamic environments. It requires teachers to draw on many types of knowledge. Being able to package the many types of curricula,

subject and pedagogical knowledge into a sports literacy framework was found to be useful. However, it appeared that it is not possible for PETE-PS course work to fully inform the knowledge acquisition for sport literacy across the spectrum of sports PETE-PS teachers may be required to teach while on PTP, or in the future as beginning teachers. The PTP component the PETE program must be substantive in the knowledge formation of PETE-PS teachers sport pedagogical content knowledge.

8. Professional teaching practice

This research highlighted that mentor teachers capable of providing critical and constructive feedback about the application of TGfU and/or SE elements during a PETE-PS teachers‘ lesson is central to the further development of PETE-PS teachers‘ understanding of the application of the principles of sport literacy as progressive sport teaching. School experiences are influential in the continual shaping of the PETE-PS teacher. Perry and Power (2004) explained that PTP is where PETE-PS front up to the practical, pragmatic and contextual challenges of in-the-moment teaching. Furthermore, school PTP experiences provide pre-service teachers with the opportunity to evaluate their capabilities (Capa Aydin & Woolfolk Hoy, 2005). Exposure to TGfU and SE principles in action in school settings emerged as an enabling factor in PETE-PS teacher understanding of the application of sport literacy pedagogical strategies across the diverse range of students that comprise the fabric of the teaching experience. The opportunity to observe the behaviour of others is significant in the development of teacher efficacy. Gibbs (2002) indicated that it is particularly valuable for there to be in place deliberate strategies to encourage the observer to self-reflect on their personal beliefs about competence and capability in similar situations. This is consistent with one area of in-

school experience foregrounded during this study, namely, the experience and knowledge of the mentor teacher.

University course work can refine PETE-PS teachers‘ curriculum pedagogical skills, knowledge and understanding (Lounsbery & Sharpe, 1999). However, the continued and contextual development continued through the PTP experiences of PETE-PS teachers‘ curriculum and pedagogical content knowledge and understanding was found to be important in coming to know and appreciate the practical application of a sport literacy curriculum framing. This importance existed in 3 areas: 1. Meeting the learning needs of the students; 2. Understanding the expectations of the curriculum for the student achievement of curriculum benchmark levels; and 3. Understanding what is realistically possible given the constraints of individual school curricula.

The value of school based mentors who positively assist in the process of bridging theory into practice so that PETE-PS teachers‘ curriculum and pedagogical content knowledge and understanding development continued was suggested by this research. The PETE-PS teachers interviewed for this research desired supportive and knowledgeable school mentors who would advance their learning and expand their understanding of the planning and enactment of the type of sport curriculum advocated by the sport literacy approach encountered in course topic work. Unsupportive mentors, who favoured design and enactment of curriculum in a manner inconsistent with the theoretical and practical propositions encountered in PETE course topic work, could in a sense _prevail‘ in as much as PETE-PS teachers may become dissuaded from pedagogically progressive sport teaching. Opportunities to see evidence of planning TGfU and/or SE pedagogy in school physical education curriculum documents and observation of teachers enacting sport

teaching using TGfU, Game Sense or SE were also on the PETE-PS teachers list of desirable PTP experiences.

Overall, the results from this study indicated that the pre-service and practicum experience was not complementary, but rather, presented tensions and dilemmas in relation to physical education curriculum and pedagogy. In their university course work the PETE-PS teachers experienced theory and practical work that promoted the use of a twinned TGfU and SE framework to deliver sport literacy as the product of quality sport teaching. TGfU and SE were not, however, apparent as curriculum models informing the design construction and enactment of the sport teaching and learning of teachers in schools. The lack of a complimentary relationship between course work and PTP experience exposed PETE-PS teachers to mixed messages about the design and enactment of appropriate and effective sport teaching in physical education to meet the curriculum expectations.

Grossman (1991) concluded that —portraits of the probable" (p. 345) emerging from thoughtful teacher education programs frequently fail to serve as strong interventions for improved pedagogical practice in schools. Failure may occur because the ideas are met with an inherent conservatism in schools that are resistant to change (Clennett & Brooker, 2006). Innovations, even when aligned to the benchmark standard outcomes required of the mandated curriculum (Eg. SACSA), do not appear to be intuitively received by teachers in the field as sufficiently worthwhile to alter entrenched practice. This raises the question of how PETE can play a role in curriculum and pedagogical renewal and could be seen to call somewhat into question the —strong case" that PETE can be a catalyst for curriculum and pedagogical innovation (Kinchin et al., 2005, p.219).

I agree with Clandinin (2000), who argued that pre-service teachers will be better assisted in interpreting and integrating their new knowledge with their prior experiences when contextual observations of teaching models are combined with the experiences of a course work. As research suggests that both the mentor teacher and PTP school placement are dominant influences in the development of teacher understanding about their role and function as professionals (Wright, 2001), this study indicated that combining course work observations of ‗portraits of the possible' with contextual observations of teaching is an issue that requires further attention if PETE is to be transformative (Pill & Brown, 2007). Coherence between PETE pre-service coursework and the PTP experience and a path towards linking the two are themes picked up in the conclusion (Chapter 8).

9. Learning to think differently about sport teaching

Past research has suggested that the university teacher educator has an important role in the construction of the professional capabilities of PETE-PS teachers (Graber, 1995; Rikard & Knight, 1997). Through the design and enactment of teacher education course work teacher educators assist PETE-PS teachers to come to know and understand —the meaning of that content and its pedagogy" (Rovegno, 1992, p. 261). They bring pre-service teachers to a deep, integrated understanding of content so that pre-service teachers have the potential to help children learn worthwhile content (Rovegno, 1992). Therefore, PETE- PS teacher education programs have the potential to be agents for progressive teaching practice and transformative change for the individual teacher through the construction of the professional capabilities of PETE-PS teachers. There has been some evidence of this in the results of this research. For example:

The support from my Uni Supervisor (…) prior to implementing the Football/Soccer Unit with the Year 7s in particular was really helpful and reassuring. The fact I had just completed a course at university which explored the TGFU approach in great depth and detail, gave me the knowledge to implement the approach in the first place (PEPE-PS teacher comment, PTP4 interview).

A conundrum, however, arises when the PETE- PS teacher is immersed in the context of their PTP field experiences. When they are met with well entrenched, established conceptual _norms' about sport as a content form, sport teaching as a process, and product expectations resulting from this process by school mentor physical education teachers it can disrupt their confidence in the worth and practicality of the ideas for sport teaching experienced in their PETE. In this research, problems with the implementation of the tenets of sport literacy arose because the pedagogical elements of TGfU and/or SE challenged the beliefs of physical education teachers about _good' teaching (Butler, 1996). Disappointingly, the results of this research are consistent with Hopper and Rossi's (2001) assertion that frequently what is taught in teacher preparation programs as professional knowledge to inform the practice of physical education is not realised by most physical educators in the field. The possibilities for sport literacy and other similarly progressive physical education curriculum pedagogical frameworks to become influential in the field through the dissemination of PETE-PS teachers in the field is constrained by hegemonic encounters with a custodial status quo. The PETE- PS teacher with sufficient self efficacy may fly in the face of the organisational socialisation they encounter as beginning teachers, but I suspect this is likely to be a hard road as the elements which they are likely to experience to enable them to

frame sport teaching as sport literacy are not as pervasive as the limits and constraints they will encounter.

10. Custodianship of mentor teachers

Shulman (1987) suggested that teaching —begins with a teacher‘s understanding of what is to be learned and how it is to be taught” (p. 7). In this research it was apparent that teacher engagement with TGfU and SE theory and practice constrained curriculum design and enacted through the tenets of either models. Darling-Hammond (2006) suggested that less knowledgeable teachers are less likely to develop and enact coherent curriculum informed by research into best practice. The pre-service teachers reported limited or no understanding of the curriculum and program design implications of SE and TGfU by mentor teachers. This was confirmed during the interviews with a selection of PTP4 mentor teachers. The limited knowledge of emerging trends and recognised best practice in sport teaching and learning clearly constrain the design and enactment of sport teaching in physical education to the faithful implementation of the status quo.

Shulman (1986) indicated that comprehension of purpose is very important in teacher decision making about the design and enactment of teaching. It can be concluded from this study that sport teaching and learning had been constrained by teachers‘ strongly held comprehension of what should be covered, how it should be encountered, and what can be achieved in physical education. A cocoon of familiarity enveloped and constrained the practice of sport teaching in most of the schools where the PETE-PS teachers PTP placements occurred. Unfortunately, it was evident from the data that sport teaching and curriculum development generally had not been based on literature about contemporary approaches and thinking about

curriculum games and sport teaching. Research would suggest that, internationally, this is not unusual for physical education (MacPhail et al., 2008).

From their PTP placement experiences the PETE-PS teachers perceived physical education teachers as habituated curriculum and pedagogical actors. In contrast to the normative technical model of sport teaching experienced, observed and encouraged during PTP, sports literacy informed sport teaching required practice that moved the PETE-PS teachers beyond generic notions of sport teaching. As a prospective model to inform quality sport curriculum design and enactment it required an emphasis on learners, learning and subject content that matters (Darling-Hammond, 2006). The results of this research indicated that at most schools the teachers considered that the emphasis of the schools PE curriculum was on encouraging engagement and getting students active. It was not indicated, or communicated to the PETE-PS teachers, that deep learning grounded on substantial concepts was an expectation of the student curriculum experience.

Teacher I talked to commented that the students just want to play the sport (PETE-PS teacher comment, survey 2). One of the by-products of this orientation was student expectation of sport teaching in physical education. This expectation did not appear to feature the curriculum intentions of sport literacy, which provided (at least initially) student resistance to enactment of teaching that was not ‗normally how it was done'. For example, one PETE-PS teacher noted that, I *always found that students had pre-conceived ideas of what PE was and this usually did not include TGFU. This led to students being unwilling to try something new and often complaining initially, though they most often ended up liking the style* (PETE-PS teacher comment, survey 3). The lack of familiarity by students with the routines and learning expectations necessary within a twinned TGfU-SE sport curriculum was also

considered by many of the PETE-PS teachers as problematic in the area of student responsibility; or more precisely, that student‘s lack of previous exposure to expectations associated with role and learning responsibility hindered the application of core SE pedagogical features. The following were typical of comments in this regard: *Giving students responsibility may also be an issue as they are not used to this aspect - they abuse their "freedom" despite careful scaffolding and facilitating which results in poorer outcomes* (PETE-PS teacher comment, survey 3); and, *Also giving student‘s responsibility for the warm up, self refereeing and team roles was a new experience for them and I felt this also impacted negatively on the outcomes of each lesson and the overall unit – despite careful reinforcement of the expected behaviours* (PETE-PS teacher comment, PTP4 interview).

School mentor teachers oversee the enactment of PETE-PS teacher sport teaching on PTP placement on a daily basis by the school mentor teachers. They are the professionals who ultimately decide whether the PETE-PS teacher is ready to enter the profession by grading the PETE-PS teacher PTP experience. In addition to the grading, the final report provides descriptive evidence of the degree of readiness of the PETE-PS teacher. The mentor, therefore, has an important role not only in furthering the curriculum and pedagogical learning of the PETE-PS teacher while they are on PTP, the mentor provides the final judgement on whether the PETE-PS teacher is suitably ready for teachers registration in South Australia. However, it appears that mentor teachers are frequently a constraint on innovative thinking and creative enactment of sport curriculum due to the absence of, or lack of sophistication in, understanding the tenets of teaching for understanding. This is summarised in this PETE-PS teacher comment. *Teachers in my particular school*

knowing little about it and never having tried it (PETE-PS teacher comment, survey 3).

While the university-school collaboration for PTP is certainly "future forming" (Perry et al., 1999) this research has indicated that it has not been a context acting as catalyst for the nurturing of new ideas and the opportunity for supportive reflection on their outcomes. It is important that mentoring is not 'left to chance' – it needs to be underpinned by effective and explicit practices. Research suggests that pre-service teachers are more likely to receive encouragement, support, constructive feedback and ideas from effective mentor teachers who have had adequate preparation for their role as trainers of pre-service teachers (Oh et al., 2005; Tannehill and Zarajsek, 1990). The mentors of PETE-PS teachers in South Australian schools currently receive no guidelines or professional learning in the mentoring of pedagogical content knowledge in specific subject disciplines. The inadequate mentoring discussed in this study may be initially addressed through specific mentoring interventions that focus on quality sport teaching for learning. Benchmarking PETE-PS teachers and PETE-PS educators' perceptions of effective mentoring could provide a starting point for designing mentoring programs that provide professional development for mentors to enhance their mentoring practices while providing knowledge structures that also enhance their teaching practice (Hudson, 2006).

11. Efficacy of the teacher

The data from this research indicated that characteristics of the individual PETE-PS teacher, in-school experience, and the opportunity to learn about sport teaching are evident in teachers' enactment of progressive sport teaching (Ingvarson

et al., 2005). The results suggested that the efficacy of the pre-service teacher may be influential in the choice to adopt a progressive sport teaching orientation. Efficacy can be considered as belief in one‘s capabilities to organise and execute the courses of action required to produce given attainments (Bandura, 1997). Efficacy beliefs of preservice teachers have been previously linked to attitudes towards teaching and students (Woolfolk & Hoy, 1990).

The analysis of the post PTP4 interviews indicated that beliefs and value orientations of the PETE- PS teacher are influential in deciding to implement and persisting with the implementation of a progressive sport teaching framework like sport literacy. The personal challenge of teaching for a broader suite of objectives and expectations of students‘ learning were evident in the positive responses about future intentions of using sport literacy for the design and enactment of sport teaching. Pajares (1992) stated, —beliefs are the best indicators of the decisions that individuals make throughout their lives” (p. 307). Beliefs play a part in the determination of content and content emphasis during teaching, and the extent to which the content will be learned (Ennis, 1994). This is evident in the following two comments by two different PETE-PS teachers about what would influence them to continue with a sport literacy intention with their sport teaching:

> *Teaching a skill and drill approach I would be bored. Using a combination of TGfU-Sport Ed, being flexible to the class and the sport will be important to me. I think if you are inclined to be reflective about your teaching you are more likely to teach this way. I don‘t know, possibly you care more about your teaching and what you are trying to achieve. I don‘t think there is a point turning up every day and not giving a flying uncle about what the kids learn. If you don‘t care what*

the kids are learning it is time to give the game away. I feel I am more engaged in a TGfU-Sport Ed. I find it enjoyable to teach this way (PETE-PS teacher comment, PTP4 interview).

I also felt it opened me up as a teacher. As I went on I didn‘t feel like I had to control everything and this helped me to assess kids. Kids are running it. You could look at if the students are achieving the outcomes you want them to achieve. You‘ve got time to look at things a bit. I don‘t see it as separate models anymore. I could apply the things that I think are valuable for the kids learning. I observed kids doing tennis and they were just mucking around. But in this approach, I could see them linking into the questions and this focussed them. I linked the waterpolo to soccer and the soccer kids started asking me questions, could we apply this to soccer, how could we apply this to soccer, and that‘s deeper understanding. Kids come out of their shell. You didn‘t previously see them that capable physically, maybe academically as well. But this style of teaching got them involved a lot more, especially the sport education teams (PETE-PS teacher comment, PTP4 interview).

While these two PETE-PS teachers were positive about their intentions to continue to act under the influence of the sport literacy concept they had been exposed to during their course work, the PETE-PS teacher comments also reveal how, even though one might be positive towards the concept, perceptions of efficacy influence confidence and perceptions of competence: *I hadn‘t a lot of experience or observation of sport literacy as a model. I hadn‘t experienced it as* [a school] *student.*

It‘s limited, sort of at the infancy stage of doing, and if those ways don‘t work them I am stuffed (PETE-PS teacher comment, PTP4 interview).

Concerns in relation to the learning experiences of female students were reflected in one PETE-PS teacher seeking to find a more inclusive model for sport teaching. The value orientations of the PETE-PS teachers interviewed also indicated a desire for a model for sport teaching and learning that had educational credibility and that enabled physical education to be viewed as having inherent value in the education of students rather than being seen as desirable _extra‘. To achieve this PETE-PS teachers recognised that their practice needed to be different from the practice that they had experienced firstly as students in physical education and secondly, that which they typically observed and experienced while they participating in PTP placements.

The PETE-PS teachers indicated that efficacy could be enhanced by curriculum resources. An absence of resource materials that demonstrate how to design TGfU and/or SE curriculum was a constraint on PETE-PS teachers‘ attempts at sport literacy development. In the absence of examples of planning, program and observed examples of teaching practice in school settings by physical education teachers, a teacher wanting to use a model like sport literacy requires resource materials to supplement their knowledge. Harvey (2007) has indicated that there is need to still develop pertinent materials that will enable teachers to use TGfU related teaching methods, and this was confirmed by the experience of the PETE-PS teachers.

12. Marginalisation of the curriculum framework

PETE-PS teachers recognised that sport literacy contained the potential to facilitate the design and enactment of sport teaching that worked to achieve student learning consistent with the stated ‗Outcomes' of the SACSA Framework for H&PE. It appeared, however, that the constructivist expectations inherent in the SACSA H&PE curriculum were being largely ignored by in-service teachers in their curriculum and pedagogical practice. Consequently, during their PTP the PETE-PS teachers were not exposed to approaches and practices that aligned with and reaffirmed their university-based experience.

The PETE-PS teachers were aware of the requirement that students meet the described Standards and the specific Outcomes required of the local curriculum framework (SACSA). For example, *Teaching of sport needs to address specific outcomes of SACSA* (PETE-PS teacher comment, Survey 1). Most recognised an expectation that the design and enactment of sport teaching would facilitate the potential of a student to meet the expectations of the stated curriculum Standards. The data results of the post PTP4 survey, the interviews of PETE-PS teachers after PTP4 and the interviews of physical education teachers indicated that in the field the curriculum framework was not seemingly influential in the design and enactment of teaching in schools. For example, *When I showed my plan to my mentor and asked him to check that it met the curriculum expectations he was like, ‗that's great they are teaching you that stuff at Uni, but we don't pay too much attention to it, just do what you think* (PETE-PS teacher comment, Survey 1).

The H&PE curriculum framework (DECS, 2004) emphasises that while —sport is an activity of choice delivered by teachers" (p. 7) it must address community matters and highlight aspects of learning such as working as a team and problem

solving, in addition to the other skills developed in sport. The indications are that the experience of being taught a sport through a sport literacy framework led the PETE-PS teachers to believe sport literacy as enacted curriculum can assist in achieving the equity, diversity and inclusion expectations of the SACSA H&PE curriculum statement. Two of my reasons for the articulation of sport literacy were to: 1) Foreground the education in physical education; and 2) Highlight how to broaden the objectives from sport teaching. This explicitly included learning _through' and conceptually _about' sport.

The results from this study are, therefore, consistent with research that indicates that the practical philosophy of the physical education teacher emerges from value orientations and beliefs about what is important to teach, how the curriculum should be enacted and experienced. These value orientations are significant in constructing the curriculum and pedagogical practice of the individual teacher (Ennis et al., 1997; Green, 1998 & 2000; Shulman, 1987). Disrupting these value orientations and beliefs to encourage progressive practice for better student learning through PETE-PS course is difficult when hegemonic orthodoxies persist in the PTP experience of PETE-PS teachers.

Conclusion

If as Capa-Aydin and Woolfolk-Hoy (2005) suggested, it can be assumed that successful pre-service teachers have positive relationships with their mentors and more teaching support, I suggest that what follows is that mentor teachers knowledgeable and experienced in the application of TGfU and/or SE curriculum could enable pre-service teachers to grow in confidence and capability as progressive sport teachers. In this study PETE-PS teachers cited mentors who

supported PETE-PS teachers ‗having a go' at the enactment of progressive sport teaching was cited as both positive and desirable. Opportunities to see evidence of planning TGfU and/or SE pedagogy in school physical education curriculum documents and observation of teachers enacting sport teaching using TGfU, Game Sense or SE were also on the PETE-PS teachers list of desirable PTP experiences. Although it may be positive for the confidence of the PETE- PS teacher to be encouraged to ‗have a go', a mentor teacher experienced in the design and enactment of curriculum informed by TGfU and/or SE would potentially be positioned to extend the PETE-PS teachers understanding about the application of ‗theory into to practice'. Mentor teachers would also be positioned such that the learning needs of groups of students can be effectively met by TGfU and/or SE, and this would be observable to the PETE-PS teacher. It is apparent that while PETE-PS course work can impact the pedagogical framing of PETE-PS teacher sport teaching, it cannot ‗go it alone'.

It has become evident to me that while sport teaching in physical education is designed and enacted in a variety of schools, each with unique contexts and social complexities, physical education exists as a consistent community of practice across secondary schools in South Australia. PETE-PS teachers are introduced to this community of practice through scaffolding of teaching expectations and teacher expectations of student learning through their PTP experiences. While teacher education programs can prepare an expectation or ambition for the work their graduates perform through course work, a process of hegemonic cultural reproduction is a notable feature of the field. This socialisation influences, informs and shapes the pedagogical motivation for the design and enactment of sport curriculum content.

The data indicated that there are complexities in PETE-PS teachers translating the vision of sport teaching encountered during course work into the enacted curriculum in schools. Curtner-Smith et al. (2006), for example, provide a critical account of beginning teachers attempting to deliver SE while facing many of the issues raised in this research– acculturation, professional socialisation and organisational socialisation. They found that the teachers interviewed delivered SE as either a full version maintaining fidelity with the tenets of the model, a watered down version that failed to include elements that transform traditional sport teaching into SE, or a ‗cafeteria' approach incorporating parts of SE into a traditional sport teaching model. The beginning teachers who employed the full version of SE were described as entering PETE ―open to new ideas" (p. 104). While the complexities confronting PETE-PS teachers translating the vision of sport teaching encountered during course work into the enacted curriculum in schools do not necessarily act as a direct block to progressive sport teaching they can be seen as diverting the vision for sport teaching from education in, through and about movement and constrain sport teaching for PETE-PS teachers. The analysis of the data highlighted the pervasiveness of a normative discourse prompted by subtle, not so subtle and ‗hidden' actions (and inaction) of mentor teachers.

This chapter has directed attention to the role of PETE as a change agency and the PETE educator as an agent of change. The points raised have both personal and institutional implications for myself and others in similar roles, and are addressed further in the concluding chapter. What has become apparent from the analysis is that a new model for the PETE course work preparation for teaching – PTP placement is necessary if PETE is to be an agency for sport teaching and

curriculum renewal. Chapter 8 addresses issues and challenges associated with such developments, and proposes directions for further research.

Chapter Eight: Conclusion and Recommendations

Improved student learning requires improved teaching (Ashworth & Dolan, 2006)

Introduction

This chapter reflects on the implications the findings of this research have for PETE and sport teaching in physical education. This includes cultivating an environment for change within a community of practice. Part of the background tapestry was the emerging Australian Curriculum for H&PE. Collier (2006) noted that reform of physical education policy and curriculum at the national level could provide the opportunity for more pedagogically progressive and socially responsive curriculum models for sport and physical education. In this study, however, the existing SACSA H&PE Framework vision and curriculum articulation appeared to have little influence on school sport teaching and learning. This research project has reaffirmed findings by Clennett and Brooker (2006) that official policy and curriculum statements are of themselves insufficient to bring about progression in practice in schools. Policy appears no guarantee of change, let alone progressive change in physical education (Curtner-Smith, 1999; Penney & Evans, 1999). The results of this study led me to conclude that pedagogical transformation of sport teaching in physical education is fundamentally a question of attitude (or the everyday philosophy of the physical education teacher) (Green, 2000) as much as it is a reflection of the knowledge and pedagogical skill of teachers in the field and those about to enter it as newly qualified teachers.

Following his research addressing the implementation of the National Curriculum for Physical Education in England, Curtner-Smith (1999) went so far as to suggest that "the more things change the more they stay the same" (p. 75). This

might imply that the capacity of curriculum policy and innovative ideas for pedagogy to impact sport teaching and learning is at best marginal, limited to individual teachers with the self efficacy and appetite for change. Prospective change is arguably also clearly ‗in the hands' of PETE educators. The issues raised in Chapter 1 and the themes presented in the discussion pose questions about the recruitment of PETE pre-service teachers and the disposition towards transformative rather than reproduction curriculum practice (Pill & Brown, 2007). Consideration of the need for university policy and systems about recruitment and the attraction of people open to innovation to sit alongside admission to a degree based on Australian Tertiary Admission Rank (ATAR) score (South Australian Tertiary Admissions Centre, 2012) may be warranted.

The hegemonic reproduction of a limited range of pedagogy, common not only in this research but also seen in other contexts (Green, 1998; Kirk & Kinchin, 2003; Penney & Evans, 1999), appeared to be a barrier in redefining definitions of worthwhile knowledge and dimensions of curriculum design and enactment stemming from curriculum policy and frameworks for practice. The quality of physical education sport curriculum is clearly dependent upon the quality of its teachers and their teaching (Caldwell & Harris, 2008). Change therefore requires activist professionals[16] (Sachs, 1999) who do not remain within the confines of the textbook, but who step ‗off the court' and engage with colleagues in debate and discussion about pedagogy, practice and learning. University PETE has a central role to play in shaping activist professionals by producing a different kind of physical educator,

[16] Sachs (1999) defines the activist professional as one who involves themselves in the effort to shed the shackles of the past, thereby permitting a transformative attitude towards the future.

identifying standards of excellence, by clearly stating what it means to have ‗ability' in physical education and to teach for the different abilities that children variously bring to physical education (Evans, 2004: Evans & Penney, 2008; Kirk, 2010).

Kirk (2010) suggested that universities should play a particular and crucial role in securing the conditions for the "radical reform" (p. 141) as only universities have the spaces for the critical intellectual work required to transform physical education. The results from this research suggested that the role of university PETE in impacting change in sport teaching within physical education may, however, also be confronted by an inherent conservatism in sport teaching practice in schools. As highlighted in Chapter 7, sport teaching experiences in PETE can be negated if subsequent experience in schools present contrasting rather than affirming pedagogical experiences.

Challenging physical education as a conservative practice

Clennett and Brooker (2006) asserted that curriculum change necessitates teacher attention be focussed "to the artefact that is central to the curriculum making process, the curriculum document" (p. 14). The level of engagement with the pedagogical and curriculum elements of the H&PE SACSA Framework by mentor teachers and experienced generally by the PETE-PS teachers confirms previous research that suggested teachers are often resistant to change required by external agencies (Clennet & Brooker, 2006; Dinan-Thompson, 2000; Lund et al., 2008). The results of this research led me to conclude that external measures may be a necessary instrument that ensures physical education teachers inherent conservatism is confronted so that the enacted curriculum is congruent with progressive curriculum vision and intentions for learning. Extensive professional

development must accompany curriculum change if the change is able to be understood and subsequently enacted by teachers in ways that do reflect the progressive intentions of the writers. This is arguably reflected in the introduction of SEPEP in Australia in the 1990‘s (see, for example: Alexander & Luckman, 2001; Alexander et al., 1998).

If external measures are not in place when physical education teachers encounter new curriculum revisions or reforms it can appear that there is no perceived mandate to compel shifts in established practice (as discussed in Chapter 2). As this research found, PETE-PS teachers are then likely to encounter a marginalisation of the expectations of the curriculum for students learning and achievement of benchmark standards established during PETE-PS course work. PETE-PS teachers therefore confront an occupational socialisation into a community of practice interacting around traditional sport teaching practices during PTP. The result is a curriculum paralysis where it must be questioned —is our impact and influence any more noteworthy than say 10 years ago” (Emmel, 1979, p.42).

Wheatley (1997) explained that old ways die hard in education and change is frequently stymied by ‗institutionalised‘ patterns of relationships. She suggests that these patterns forgrounded teacher control within a community of practice that does not encourage pedagogically progressive practice as it is outside the norm of experience and expectation. The results of this study indicated patterns of relationships that teachers have with the curriculum that, as Wheatley described, eventuated in a type of paralysis. PETE-PS teachers are then confronted with this paralysis blunting enthusiasm for progressive ideas when they go into the field.

Cultivating conditions for change

The personal, institutional and PETE implications for progressive sport teaching and learning emerging from this study highlighted to me that there is a need to cultivate conditions encouraging change for sport teaching design and enactment within the physical education community of practice in South Australian schools. Kinchin et al. (2005) indicated that one path forward for PETE is for institutions to be providers of ongoing support of innovation. They referred to ‗joined up thinking' to describe a productive partnership where schools and universities act to advance teaching and learning in physical education with PETE-PS teachers as key agents. Previous research has shown that university-school partnerships can enhance teachers' pedagogical learning (Morin, 2004; O'Sullivan et al., 1999). Progressive ‗joined up thinking', ie. new commitments and structures in university-school partnerships, are required if progressive pedagogies are to make an impression on what appeared to be well entrenched curriculum design and enactment practices in South Australian secondary schools.

University graduate studies are usually required for teachers to become teaching practice advisers in the USA. This is not the case in Australia (Chow & Fry, 1999). While I suggest that graduate studies would be one of way to advance the aims of progressive sport teaching, reconceptualising PETE-PS PTP is another. Reconceptualising mentoring as an invitation into a scholarship of engagement (Boyer, 1997) with PETE-PS teachers is one avenue I will pursue in my future practice to continue the aim of rethinking the teaching of sport in physical education begun in this research.

Cochran-Smith (1991) asserted that the ―power to liberalize and reinvent notions of teaching, learning and schooling is located in neither the university nor the

school but in the collective work of the two" (p. 284). The advice of Fullan (2002), however, would be that the goal of advancing teacher understanding of sport literacy should not be to ~~in~~novate the most, but rather to innovate selectively with coherence~~"~~(p. 7). The need for coherence between coursework and the PTP experience, however, point to the development of mechanisms that facilitate closer consistency between the two contexts. The apparent disconnect between schools and university coursework raises questions around seeking ‗new models of partnerships' and the preparation of in-service teachers for mentoring role. Fullen (2002) asserted that large scale roll-outs of innovative ideas mostly result in superficial change at best, and that a localised approach to change is more likely to result in the reculturing required to be transformative as it is contextual - specific, situational, and thus likely to improve the organisation and its moral context. School-mentor teacher and university relationships, however, have to be part of models that promote ‗buy-in' from in-service teachers. For example, critical reflection on the extent to which in-service teachers do, or should have, input into the scope and sequence of university PETE programs might suggest that in-service teacher contribution to programs in the areas of SE and TGfU curriculum may prompt contextual and situational interest in sport literacy as a curriculum model.

Change through emergence

I sympathise with Ball (1995) who argued that one of the most important functions of research is to ~~"~~go against the grain" (p. 28) to challenge complacency and destabilise entrenched assumptions. The picture presented by the PETE-PS teacher experience of PTP is of a complacent profession that bases its practice on familiar and comfort able assumptions about sport teaching and the role of students

as learners. Wheatley (1997), however, provided me with a seed of optimism. Introducing sport literacy to PETE-PS teachers in PETE may be the means to initiate change in the physical education community through emergence.

Wheatley and Frieze (2007) argued that change happens through emergence. It begins with small local actions that become connected through the exchange of information and learning. Curtner-Smith (1999) indicated that while large top-down initiatives rarely result in real change in teacher practice, small scale localised innovations can lead to real change. The PETE-PS teachers involved in the post PTP4 interviews could therefore become examples of local actions which over time are able to influence a larger system, such as the physical education community to which they belong.

However, sustaining the initial enthusiasm and intuitive sense of appreciation for sport literacy that the PETE-PS teachers in this study showed into long-term practice is clearly a challenge. The ideas of Wheatley (1997) and Fullen (2002) encourage me to move forward from this research to work collaboratively with teachers, PETE-PS teachers and schools to examine their paradigms for sport teaching and assist those interested to move from sport-as-technique (Kirk, 2010) and activity-orientated teaching (Wiggins & McTighe, 2005) to teaching sport for understanding.

A framework for action

Rogers (2003) has provided a structure through which to frame such action. The first action in developing emergence through localised practice must be the provision of *knowledge* of the concept of sport literacy so that others can gain an understanding of its functions and utilities. It is therefore imperative that I publish

from this research in academic and professional publications and present at conferences.

Providing knowledge initiates the second action for change, *persuasion*. As spaces for discourse, conference presentations and professional learning sessions provide the opportunity to open up conversations with teachers about teaching sport for understanding, sport literacy and local needs and attitudes towards sport teaching and learning, and how PETE-PS teachers can be a tool assisting teachers address questions and concerns about practice. Rogers (2003) suggested that engagement in this type of professional dialogue stimulates interest and the *decision* to participate in change projects which make possible the *implementation* of new ideas.

Data collection and the analysis of participant experiences during implementation provide the possibility of *confirmation* of the relative advantage and observability of change. It also enables further publication and creation of spaces through which to provide knowledge and persuasion of the need to challenge prevailing conditions and consider how sport teaching and learning could be enhanced.

> The university teacher educator most often determines the curriculum for the program, the classroom teacher largely dictates how the curriculum is implemented, often with little contact with the university, and the least powerful participant, the preservice teacher works to pass through sufficient ‗hoops' to meet the curriculum and supervising teacher requirements (Hill, 2006, p. 12)

What became very apparent within this research study is the attitude of the teacher is a motivating factor influencing teacher preparedness to engage with

change. Through this research, I have also come to understand how discourse both provides borders around accepted pedagogical practice and informs the construction of collective knowledge in a community of practice. The results of this research suggest to me that new ideas become part of the discourse through the provision of intellectual space and time to explore the ideas, where the ideas are not just proposed, but considered in the context of contemporary education expectations and mandates and the potential to enhance student learning.

Recommendations

1. Professional Practice: Shifting from 'placement'

The results of this study point towards the need to move thinking about PTP from 'placement' to integrated learning that assists the promotion of enhanced curriculum and pedagogical practice for pre-service teachers. While noting the need for major revision of what had previously been assumed as familiar "is not an easy task" (O'Sullivan et al., 1999, p. 230), O'Sullivan and her colleagues described how "academically based community service" (p. 277) partnerships between PETE academics and schools can support substantive and institutionalised change in physical education in schools. Reframing PTP through project based work integrated learning (Hill, 2008) supported by academically based community service would be a way of reconfiguring PTP as an agency through which progressive pedagogical practice for the enhancement of student learning through sport could be forged.

Collaboration between PETE-PS teachers and in-service teachers on site based projects aimed at foregrounding 'literate' sport interaction would be an example of the localised innovations that Lawson (1983a; 1983b) suggested eventuates in real change in schools. I suggest that extending the interactivity to

include activating PETE by ‗academically based community service' as an agency through which site innovations could be joined up to share and inform practice is a way of stimulating change through emergence (Wheatley & Frieze, 2007). As discussed above, the hierarchical and arguably fragmented dominant model of PTP and PETE needs to be reframed as ‗joined up' progressive practice that facilitates professional learning for all involved.

2. Post graduate education and professional learning

According to Holbrook et al. (2000), school-level participatory research that encourages professional reflection and targeted action is a potential vehicle through which the university-school partnership could be reframed. It is less likely to be considered ―esoteric or irrelevant" (Galton, 2000, p. 5) and without direct transferability and practical application to the specific context of the individual by the individual teacher. Galton (2000) concluded that teachers are more likely to engage with and in research if it has a direct connection with their classroom practice. This research indicated that few physical education teachers appear to have participated in TGfU, Game Sense or Sport Education ‗reform' types of professional development characterised by continuity, coherence and progression (Armour & Yelling, 2002). Armour and Yelling (2003) indicated that this is not unusual, and that most physical education teacher professional learning profiles were at best ‗haphazard' with poor congruence to the declared learning outcomes for the learning area. I am suggesting that instead of PETE-PS teachers on PTP being viewed by mentors as novitiates to be ‗acted upon' to reproduce what has come before that the PTP be reformed as a conduit for continuing physical education teacher professional learning, with PETE-PS PTP placements a central component of this conduit.

Armour and Yelling (2004) suggested that "radical changes" (p. 95) are required in physical education teacher professional development to prompt quality teaching. To close the gap between the theory-research-practice I also propose the 'radical change' that certification be developed for physical education teachers to recognise engagement in professional learning, the subsequent demonstration of curriculum and pedagogical practice consistent with the principles of TGfU and SE, and the mentoring of PETE-PS teachers in the design and enactment of sport teaching. This certification could take the form of a graduate certificate in sport teaching. This certification should also be recognised by the professional association (ACHPER) as identifying a 'master' teacher of sport in physical education. Eventually, this certification could act as evidence of the Lead Teacher level of professional capabilities that is proposed for *The National Framework for Professional Standards for Teaching* (MCEETYA, 2010).

In the absence certification recognising physical education teachers demonstration of curriculum and pedagogical change practice and the mentoring of PETE-PS teachers in new models of sport teaching like sport literacy, invitation to in-service teachers into PETE program scope and sequence conversation should be pursued. As indicated earlier in this chapter, this could act as the conduit to establish and then reinforce interest in sport literacy. This type of professional partnership could become a platform for developing synergy between PETE curriculum specialisation coursework and the entitlement for pre-service teachers to be supported on placement. A mechanism would be in place to help mentors develop relevant knowledge and understanding of 'other' models of sport teaching.

The function that universities can play in promoting renewal in physical education is evident in the changing discourse of physical education games and

fundamental movement skill teaching from a technical paradigm to physical literacy in Canada (for example: Fishburne & Hickson, 2005; Mandigo et al., n.d,). Holbrook et al. (2000) indicated that professional educational associations have a potentially important role to play as change agents and vehicles for dissemination of educational research in a style and language that is accessible to teachers. Prospectively, this type of synergistic action emerging from tertiary-professional association _joined up' thinking could fast track the philosophical discourse of curriculum renewal in sport teaching in physical education in Australia. Therefore, attempting to establish a network of _like-minded' PETE sport educators who can work with ACHPER to provide both practical philosophy (Green, 1998) and practical examples of theory into practice is something that I will embark upon in seeking to build upon this research and act upon my findings.

3. Research

This study revealed the need for further information about PETE-PS teachers and in-service physical education teachers' experiences of developing and implementing TGfU and SE iterations as a single curriculum framework rather than as competing curriculum models. To close the gap between ideas and theories (such as sport literacy) and enactment of sport teaching in secondary schools requires —the development of consciousness" (Kemmis, 1982, p. 12) of physical education teachers. I recommend the following lines of inquiry to further the research enunciated in this thesis. First, given the foundations for student confidence and competence is initially established at primary school, I recommend a replication of this study with PETE-PS primary years (Years R-7), primary school class teachers and specialist physical education teachers in primary schools. However, the

research design should be modified to involve the class teachers as co-participants in a professional learning experience. Secondly, as sport literacy is grounded on contemporary cognitive learning theories, it is important to investigate what physical education teachers and PETE-PS teachers believe they know about the effect their sport teaching has in developing student thinking, and how teachers ‗know that they know' this. Writing from a cognitive science perspective, Bransford et al. (1999) stated that reflecting on learning theories can lead teachers to rethink what is taught and how it is taught. The next step is making physical education teachers aware of the learning theories they call upon to justifying their curricula design and pedagogical decision making, and connecting them to cognitive learning theory - such as sport literacy. I will seek to blur the boundaries of research and sport teaching practice by working collaboratively with teachers and asking them how, or if, they could frame their sport teaching practice on sport literacy. My future research is therefore likely to be informed by a pedagogical approach (Turvey, 2010) based on the authentic and situated use of design and instructional elements of TGfU-SE in ‗naturalistic settings' (Brooker et al., 2000; Newton, McKenna, Gilmore & Fawcett, 2010).

Conclusion

The implication from this research is that sport literacy is a conceptual model for the design and enactment of sport teaching that enabled the PETE-PS teachers to see sport teaching from a different perspective. It exposed possibilities beyond the technical paradigm of sport teaching, and offered alternatives. This research assists PETE educators' to understand that they have the potential to become agents of change in physical education. However, I believe that knowledge creates boundaries

and possibilities. The imperative for reform is persuasive (discussed in Chapter 1 & 2) but some teachers continue to value the traditional approach to sport teaching where others see opportunities for making sport in physical education a meaningful educative experience for students.

This research suggests the possibility of sport literacy having an impact on pre-service teachers sport teaching because of the optimistic response to the conceptual foundations and vision for sport teaching. But at the same time, they need to be mindful that pursuing this approach poses challenges to established practices and ideologies. At the least, sport literacy can provide a solid theory-practice bridge from which PETE-PS teachers can examine prevailing practices, reflect on their own occupational socialisation and acculturation, and consider the possibilities for sport teaching beyond the boundaries of their school experience. I hope sport literacy does more than this and influences PETE-PS teachers and existing teachers (via professional learning etc.) to move beyond surface learning and a textbook technique paradigm for their future sport teaching.

PETE-PS teachers indicated clearly that the lack of support from school mentors and the unavailability of varied resources illustrating TGfU, Game Sense and/or SE constrained their efforts to implement the type of sport teaching they encountered during course work. In the future I intend developing a teaching resource that explains sport literacy as both a curriculum vision and practical application, accompanied by a professional learning plan that embeds a research agenda.

In this study, I have proposed a conceptual framework for sport teaching and learning which I hope will enable teachers to consider the assumptions behind their curricula design and enactment, as it has done for me (Chapter 1). I also hope that it

will create a space where the dominant technical discourse of sport teaching in physical education can be critiqued, deconstructed and renewed.

As I come to the end of this study I am mindful that the significant personal investment in time and effort that this study represented to me, and the personal as well as professional meaning held within this study (Chapter 1), doesn‘t become a body of knowledge that is seldom used (Goodlad, 1997). I anticipate that this will require what Biddle and Saha (2002) describe as —defending the turf” because, if educational researchers don‘t defend their ideas for enhancing teaching and learning, —it is unlikely that others will respect it either” (p. 15).

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Appendix 1 Research Design

Research Question	Data Collection Method
What curriculum and pedagogical elements do PETE pre service teachers recognise as important for sport teaching within physical education?	Pre Topic web survey
What is the experience of PETE pre service teachers learning to play sport using a sports literacy framing system?	Post Topic survey
What is the experience of PETE pre service teachers learning to design curriculum using a sports literacy framing system?	Post Topic survey
What factors limit sport teaching in physical education for the development of sport literacy (TGfU-SE)?	● Professional Teaching Practice 4 Interviews with physical education teachers ● Post Professional Teaching Practice 4 Placement web survey ● Post Professional Teaching Practice 4 interviews
What factors constrain sport teaching in physical education for the development of sport literacy (TGfU-SE)?	● Professional Teaching Practice 4 Interviews with physical education teachers ● Post Professional Teaching Practice 4 Placement web survey ● Post Professional Teaching Practice 4 interviews
What factors enable sport teaching in physical education for the development of sport literacy (TGfU-	● Professional Teaching Practice 4 Interviews with physical education teachers ● Post Professional Teaching Practice 4

SE)?	Placement web survey ●Post Professional Teaching Practice 4 interviews

Appendix 2 Survey instruments

Survey Instrument 1

A. Introduction

I am a student researcher at the University of Tasmania undertaking a study about a Sport Literacy Model for sport teaching in physical education. You are invited to participate in Stage 1 of this study by contributing to this survey about your experiences learning to play a sport and learning to teach sport.

The purpose of this study is to investigate the limits, constraints and possibilities connected with learning to play, learning to teach, curriculum planning, and enacting (teaching and assessing) sport teaching in physical education using a Sport Literacy Model.

A Sport Literacy Model (SLM) represents an 'evolved version' of Bunker and Thorpe's (1982) Teaching Games for Understanding (TGfU) physical education curriculum model for the teaching of sport and sport forms (modified sport). There is limited evidence of the use of a SLM for sport teaching in physical education in Australian school settings, and so it can be considered an innovative curriculum model. Increasing awareness of innovative models for sport in physical education (such as a SLM) is recognised as an important strategy in enhancing sport participation in Australia (ASC, 2004).

The aims of this research project are:

- To determine elements of curriculum and pedagogy which support, inhibit or constrain the teaching of sport in physical education to achieve curriculum outcomes.
- To determine the elements which assist the development of pre service teachers as competent teachers of sport in physical education
- To investigate if a Sport Literacy Model assists teacher ability to plan and teach for student achievement of the learning outcomes of the South Australian Curriculum Standards and Accountability Framework in middle and secondary school physical education.
- To investigate whether a Sport Literacy Model challenges pre service teachers assumptions about sport teaching and learning in physical education

Stage 1 of this study involves completion of this websurvey. The survey takes approximately 30 minutes to complete. If you are proceeding to complete this survey understand that:

• There is no direct benefit from taking part in this research.

• You are free to withdraw from the survey at any time while in the process of completing the survey as data is not collected until the submit function is activated at the end of the survey.

• You are free to decline to answer particular questions.

• While the information gained in this study will be published as explained, you will not be identified, and individual information will remain confidential. It is not possible to identify individual contributions to this survey.

• You can withdraw from the survey at any stage up until you press 'submit' at the end of the survey as data is not collected until the 'submit' function is activated.

It is the intention of the researcher to use the findings of this survey in his PhD thesis. The findings from this study may be presented in a peer reviewed journal in the field of physical education and at conferences.

What if I have questions about this research?

If you would like to discuss any aspect of this study please feel free to contact Shane Pill on 82012277, Dr. Karen Swabey on ph 63243512, or Dr. Dawn Penney on ph 63243680. We would be happy to discuss any aspect of the research with you. Once we have analysed the information we will be emailing you a summary of our findings. You are welcome to contact us at that time to discuss any issue relating to the research study.

This study has been approved by the Tasmanian Social Science Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study should contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote [*HREC project number H10384*].

I agree to participate in Stage 1 of the study investigating the limits, constraints and possibilities connected with learning to play, learning to teach, curriculum planning, and enacting (teaching and assessing) sport teaching in physical education using a Sport Literacy Model (Please tick the box, indicating your consent)

☐

Next

B. Statistical Information

Please click the response that best 'describes' you.

1. Your Gender?

Male ☐

Female ☐

2. Your Age?

20-25 ☐

25-30 ☐

30-35 ☐

35-40 ☐

>40 ☐

Next

C. Sport Teaching in Physical Education

The following questions investigate your orientation to sport teaching in physical education.

Please indicate your response by commenting in the box under the statement.

1. What knowledge is important for middle and secondary school students to learn during a sport unit taught in a school physical education setting?

2. What sport knowledge do physical education teachers need for curriculum planning for sport teaching in physical education?

3. What curriculum knowledge do physical education teachers need to teach sport in physical education?

4. What pedagogical elements are important when teaching a sport expertly in physical education?

5. Is it important to develop students‘ sports literacy?

Next

D. A Sport Literacy Model for sport teaching in physical education

The following questions investigate your understanding and confidence in the use of a Sport Literacy Model for sport teaching in physical education.

Please indicate your response by clicking the appropriate choice. There is the opportunity to provide a comment in the box under the statement.

1. What do you know about sports literacy?

2. Complete the following sentence.

—Sports literacy is….

3. I can plan a unit of work using Sport Literacy as a focus.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

2. I can teach a unit of work to develop students Sport Literacy.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

3. I can carry out an analysis of the tactical complexity of a sport

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

4. I can use the tactical problems identified in a tactical analysis of a sport to plan to teach that sport in a school physical education setting.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

5. I can set up game performance assessment to provide summative and formative feedback on total game performance (‗on the ball' and ‗off the ball' elements of play) in a school physical education setting.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

6. I can use the Game Performance Assessment Instrument (GPAI) to provide summative and formative feedback on game performance?

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

7. I can plan sport lesson plans that contain pre determined questions to guide discovery of learning, student knowledge construction and understanding.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

Next

E. Sport Literacy Model theoretical orientation

The following questions investigate your value orientation to various elements of the theory underpinning a Sport Literacy Model. Please indicate your response by clicking the appropriate choice. There is the opportunity to provide a comment in the box under the statement.

1. The identification of the major tactical problems in a sport is an important element of physical education sport curriculum planning.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

2. The organisation of each learning task so that it focuses on solutions to tactical problems is an important element of physical education sport curriculum planning.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

3. The use of game modifications to design learning tasks that highlight tactical awareness is an important element of physical education sport curriculum construction.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

4. The use of game modifications to design learning tasks that highlight movement skill solutions is an important element of physical education sport curriculum construction.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

5. The role of the teacher is to provide students with learning opportunities that engage with the construction of sport knowledge as well as skill.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

6. Sport and modified sport (sport forms) must be developmentally appropriate?

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

7. In physical education there is no need for students to learn full-scale, adult versions of sport in order to develop game knowledge, understanding and skill.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

6. I believe that the development of sport understanding and cognition does not have to wait for the development of enabling sport specific movement skills.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

7. Playing sport is about rules and tactics. Therefore, designing activities that challenge players to think and problem solve are important elements of physical education sport curriculum construction.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

8. The ability to teach so that sport knowledge is transferable across units of work in physical education is important .

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

9. Principles of play‘ are useful tools in the planning of physical education sport curriculum.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

Next

F. Case study of teaching practice.

Stage 4 of this study involves reflective practice about the experiences of teaching a sport unit using a Sport Literacy Model. Participants are asked to keep a reflective diary related to their experience of teaching a sport using a Sport Literacy Model and to be involved in a focus group interview after Professional Teaching Practice 4 placement is completed.

You are invited to volunteer to participate in Stage 4 of this study. If you are willing to volunteer to be a participant in this final stage of the research please enter your name and contact details in the box below. Participants for Stage 4 of this study will be randomly selected from the list generated. Anonymity and confidentiality of

participants will be protected by disassociating names from the data during coding and analysis by the use of aliases or pseudonyms for individuals and places. The identity of participants will, therefore, not be revealed in reporting data and participants will not be re identifiable from the information in the final thesis and any subsequent publications.

Next

Survey Instrument 2

Dear EDUC 4700 PE Studies student

I am a student researcher at the University of Tasmania undertaking a study about a Sport Literacy Curriculum Model for sport teaching in physical education. You are invited to participate in Stage 2 of this study by contributing to this survey about your experiences learning to play a sport and learning to teach sport. The purpose of this study is to investigate the limits, constraints and possibilities connected with learning to play, learning to teach, curriculum planning, and enacting (teaching and assessing) sport teaching in physical education using a Sport Literacy Model.

A Sport Literacy Model (SLM) represents an 'evolved version' of Bunker and Thorpe's (1982) Teaching Games for Understanding (TGfU) physical education curriculum model for the teaching of sport and sport forms (modified sport). There is limited evidence of the use of a SLM for sport teaching in physical education in Australian school settings, and so it can be considered an innovative curriculum model. Increasing awareness of innovative approaches to physical education (such as a SLM) is recognised as an important strategy in enhancing sport participation in Australia (ASC, 2004).

The aims of this research project are:

- To determine elements of curriculum and pedagogy which support, inhibit or constrain the teaching of sport in physical education to achieve curriculum outcomes.
- To determine the elements which assist the development of pre service teachers as competent teachers of sport in physical education
- To investigate if a Sport Literacy Curriculum Model assists teacher ability to plan and teach for student achievement of the learning outcomes of the South Australian Curriculum Standards and Accountability Framework in middle and secondary school physical education.
- To investigate whether a Sport Literacy Curriculum Model challenges pre service teachers assumptions about sport teaching and learning in physical education

Stage 2 of this study involves completion of this survey. The survey takes approximately 20 minutes to complete. If you are proceeding to complete this survey understand that:

• There is no direct benefit from taking part in this research.

• You are free to withdraw from the survey at any time while in the process of completing the survey as data is not collected until the submit function is activated at the end of the survey.

• You are free to decline to answer particular questions.

• While the information gained in this study will be published as explained, you will not be identified, and individual information will remain confidential. It is not possible to identify individual contributions to this survey.

• You can withdraw from the survey at any stage up until you press 'submit' at the end of the survey as data is not collected until the 'submit' function is activated.

It is the intention of the researcher to use the findings of this survey in his PhD thesis. The findings from this study may be presented in a peer reviewed journal in the field of physical education and at conferences. Copies of the results of this survey will be available to participants.

What if I have questions about this research?

If you would like to discuss any aspect of this study please feel free to contact Shane Pill on 82012277, Dr. Karen Swabey on ph 63243512, or Dr. Dawn Penney on ph 63243680. We would be happy to discuss any aspect of the research with you. Once we have analysed the information we will be mailing / emailing you a summary of our findings. You are welcome to contact us at that time to discuss any issue relating to the research study.

This study has been approved by the Tasmanian Social Science Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study should contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote [*HREC project number: H10384*].

Thank you for your assistance

Yours Sincerely

Shane Pill

Statistical Information

Please tick the response that best 'describes' you.

1. Your Gender?

Male ☐ Female ☐

2. Your Age?

20-25 ☐ 25-30 ☐ 30-35 ☐

35-40 ☐ 40< ☐

Previous experience of a Sport Literacy Curriculum Model

The following questions investigate your experience of a Sport Literacy Curriculum Model prior to this learning experience.

Please indicate your response by ticking the appropriate choice. There is the opportunity to provide a comment in the box under the statement.

1. I have previously experienced being taught or coached to play a sport with Sport Literacy a feature of the teaching or coaching.

Yes Maybe No

Comment ….

2. I have observed Sport Literacy being explicitly taught in school physical education?

Yes Maybe No

Comment ….

3. I have observed or experienced Sport Education and TGfU tactical teaching features in sport teaching in physical education?

Yes Maybe No

Comment ….

4. How could a Sports Literacy Model utilising Sport Education and TGfU tactical teaching features benefit sport teaching in physical education?

Comment ….

Learning to play a sport using a Sport Literacy Model.

The following questions investigate your experience of learning to play a sport using a Sport Literacy model. Please indicate your response by circling the appropriate response. There is the opportunity for you to comment after each scaled response.

*My level of Volleyball experience before this topic.

None Limited: eg. school PE. School Competition Social Competition Club State

1. My sport (volleyball) **knowledge** improved.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

2. My sport (volleyball) **understanding** improved.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

3. My sport (volleyball) specific **motor skill** improved

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

4. Was there anything you **liked** about learning to play a sport through a Sport Literacy Model?

Comment ….

5. Was there anything you **disliked** about learning to play a sport through a Sport Literacy Model?

Comment ….

6. What do you perceive to be the **limits or constraints** to learning a sport through a Sport Literacy Model?

Comment ….

7. What do you perceive to be the **possibilities** connected to learning a sport through a Sport Literacy Model?

Comment ….

A Sport Literacy Curriculum Model for sport teaching in physical education

The following questions investigate your understanding, confidence in the use of, and value orientation towards a Sport Literacy Model for sport teaching in physical education. The following questions investigate your experience planning a unit of work using a Sport Literacy Curriculum model.

Please indicate your response by commenting in the box under the question.

1. Was there anything you **liked** about a Sport Literacy Model utilising Sport Education and TGfU tactical teaching features or **planning** a sport unit of work?

Comment…

2. Was there anything you **disliked** about a Sport Literacy Model utilising Sport Education and TGfU tactical teaching features for **planning** a sport unit of work?

Comment…

3. What are your perceptions of the **constraints** to the use of a Sport Literacy model utilising Sport Education and TGfU tactical teaching features to plan sport curriculum?

Comment….

4. What are your perceptions of the **possibilities** in the use of a Sport Literacy Curriculum utilising Sport Education and TGfU tactical teaching features model to plan a sport curriculum?

Comment….

10. What are your perceptions of the **limitations** to use a Sports Literacy model utilising Sport Education and TGfU tactical teaching features?

Comment….

11. A Sport Literacy Model utilising Sport Education and TGfU tactical teaching features has **enhanced my ability to plan** quality sport teaching in physical education?

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

12. A Sport Literacy Model utilising Sport Education and TGfU tactical teaching features will help me **plan** sport units of work that address student achievement of the PE outcomes of the South Australian Curriculum Standards and Accountability Framework (SACSA)?

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

13. A Sport Literacy Model utilising Sport Education and TGfU tactical teaching features will help me **teach** sport for student achievement of the PE outcomes of the South Australian Curriculum Standards and Accountability Framework (SACSA)?

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

14. A Sport Literacy Model utilising Sport Education and TGfU tactical teaching features will help me **assess student achievement** of the PE outcomes of the South Australian Curriculum Standards and Accountability Framework (SACSA)

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

15. Undertaking a **tactical analysis of a sport** improved my sport literacy.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

16. From what I have observed and experienced of sport teaching in physical education the use of **tactical problems to focus sport lesson planning** represents a departure from normative practice.

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

17. From what I have observed and experienced of sport teaching in physical education using **tactical problems to focus sport teaching** represents a departure from normative practice

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Comment ….

Survey Instrument 3

A. Introduction

I am a student researcher at the University of Tasmania undertaking a study about a Sport Literacy for sport teaching in physical education. You are invited to participate in this study by contributing to this survey about your experiences teaching sport in physical education and coaching sport. The purpose of this study is to investigate the limits, constraints and possibilities connected with learning to play, learning to teach, curriculum planning, and enacting (teaching and assessing) sport teaching in physical education.

Sport Literacy (SL) represents the game appreciation and tactical emphasis of Bunker and Thorpe's (1982) Teaching Games for Understanding (TGfU) model and the objective of teaching 'literate' sport participants and consumers of Siedentop's Sport Education (1984) (SEPEP model. There is limited evidence of the use of Sport Literacy as a concept for sport teaching in physical education in Australian school settings, and so it can be considered an innovative curriculum direction. Increasing awareness of innovative sport teaching in physical education is recognised as an important strategy in enhancing sport participation in Australia (ASC, 2004).

The aims of this research project are:

- To determine elements of curriculum and pedagogy which support, inhibit or constrain the teaching of sport in physical education to achieve curriculum outcomes.
- To determine the elements which assist the development of pre service teachers as competent teachers of sport in physical education
- To investigate if Sport Literacy assists teacher ability to plan and teach for student achievement of the learning outcomes of the South Australian Curriculum Standards and Accountability Framework in middle and secondary school physical education.
- To investigate whether Sport Literacy challenges pre service teachers assumptions about sport teaching and learning in physical education

This study involves completion of this Websurvey. The survey takes approximately 30 minutes to complete. If you are proceeding to complete this survey understand that:

• There is no direct benefit from taking part in this research.

• You are free to withdraw from the survey at any time while in the process of completing the survey as data is not collected until the submit function is activated at the end of the survey.

• You are free to decline to answer particular questions.

• While the information gained in this study will be published as explained, you will not be identified, and individual information will remain confidential. It is not possible to identify individual contributions to this survey.

• You can withdraw from the survey at any stage up until you press 'submit' at the end of the survey as data is not collected until the 'submit' function is activated.

It is the intention of the researcher to use the findings of this survey in his PhD thesis. The findings from this study may be presented in a peer reviewed journal in the field of physical education and at conferences. Copies of the results of this survey will be available to participants.

What if I have questions about this research?

If you would like to discuss any aspect of this study please feel free to contact Shane Pill on 82012277, Dr. Karen Swabey on ph 63243512, or Dr. Dawn Penney on ph 63243680. We would be happy to discuss any aspect of the research with you. Once we have analysed the information we will be mailing / emailing you a summary of our findings. You are welcome to contact us at that time to discuss any issue relating to the research study.

This study has been approved by the Tasmanian Social Science Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study should contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote [*HREC project number:* H10384].

By proceeding you agree to participate in this study investigating the limits, constraints and possibilities connected with learning to play, learning to teach, curriculum planning, and enacting (teaching and assessing) sport teaching in physical education.

Next

B. Statistical Information

Please click the response that best 'describes' you.

1. Your Gender?

Male ☐

Female ☐

2. Your Age?

20-25 ☐

25-30 ☐

30-35 ☐

35-40 ☐

>40 ☐

3. Professional Teaching Practice 4 School Placement:

Middle Years 6-9 ☐

Secondary 8-10 ☐

Country ☐

Metropolitan ☐

DECS School ☐

Catholic Education ☐

Independent School ☐

Next

C. Experience of sport teaching in physical education

The following questions investigate your experience of sport teaching in physical education.

Please indicate your response by commenting in the box under the question.

1. What do you believe *limits* the use of Teaching Games for Understanding (TGfU or Game Sense) to plan, teach and assess sport teaching in physical education?

2. What do you believe *prevents* the use of Teaching Games for Understanding (TGfU or Game Sense) to plan, teach and assess sport teaching in physical education?

3. What do you believe to be the *possibilities* connected with the use of Teaching Games for Understanding (TGfU or Game Sense) to plan, teach and assess sport teaching in physical education?

4. As a beginning teacher, what would *encourage* you to try Teaching Games for Understanding (TGfU or Game Sense) to plan, teach and assess sport teaching in physical education?

5. What do you believe *limits* the use of Sport Education (SEPEP) to plan, teach and assess sport teaching in physical education?

6. What do you believe *prevents* the use of Sport Education (SEPEP) to plan, teach and assess sport teaching in physical education?

7. What do you believe to be the *possibilities* connected with the use of Sport Education (SEPEP) to plan, teach and assess sport teaching in physical education?

8. As a beginning teacher, what would *encourage* you to try combining Sport Education (SEPEP) to plan, teach and assess sport teaching in physical education?

9. What do you believe to be the *possibilities* connected with combining Teaching Games for Understanding (TGfU or Game Sense) with Sport Education (SEPEP) to plan, teach and assess sport teaching in physical education?

10. What do you believe *constrains* the combining of Teaching Games for Understanding (TGfU or Game Sense) with Sport Education (SEPEP) to plan, teach and assess sport teaching in physical education?

11. What do you believe *inhibits* the combining of Teaching Games for Understanding (TGfU or Game Sense) with Sport Education (SEPEP) to plan, teach and assess sport teaching in physical education?

12. As a beginning teacher, what would *encourage* you to try combining Teaching Games for Understanding (TGfU or Game Sense) with Sport Education (SEPEP) to plan, teach and assess sport teaching in physical education?

Next

D. Orientation towards the future use of TGfU and Sport Education

The following questions investigate your orientation towards the future use of a Sport Literacy for curriculum programming and individual unit design.

Please indicate your response by clicking the appropriate choice. There is the opportunity to provide a comment in the box under the question.

1. Will you use Teaching Games for Understanding (TGfU – Game Sense) for curriculum planning and teaching of sport in school physical education in the future?

Yes

Maybe

No

Comment ….

2. Will Teaching Games for Understanding (TGfU – Game Sense) pedagogy help you plan sport units of work that address student achievement of the PE outcomes of the South Australian Curriculum Standards and Accountability Framework (SACSA)?

Yes

Maybe

No

Comment ….

3. Will Teaching Games for Understanding (TGfU – Game Sense) help you teach sport in school physical education for student achievement of the PE outcomes of the South Australian Curriculum Standards and Accountability Framework (SACSA)?

Yes

Maybe

No

Comment ….

4. Will you use Sport Education (SEPEP) for curriculum planning and teaching of sport in school physical education in the future?

Yes

Maybe

No

Comment ….

4. Will Sport Education (SEPEP) help you plan sport units of work that address student achievement of the PE outcomes of the South Australian Curriculum Standards and Accountability Framework (SACSA)?

Yes

Maybe

No

Comment ….

6. Will Sport Education (SEPEP) help you teach sport in school physical education for student achievement of the PE outcomes of the South Australian Curriculum Standards and Accountability Framework (SACSA)?

Yes

Maybe

No

Comment ….

Next

Sport Coaching

The following questions investigate your experience of sport teaching in physical education.

Please indicate your response by commenting in the box under the question.

1. Have you tried a tactical TGfU – Game Sense approach when sport coaching?

Yes

No

If Yes; at what level/age group and with what sport and, please explain the limitations and benefits that you have experienced with a tactical TGfU – Game Sense approach when coaching.

If no; please explain why not.

F. Survey Completion

If you are proceeding to complete this survey understand that:

• There is no direct benefit from taking part in this research.

• You are free to withdraw from the survey at any time while in the process of completing the survey as data is not collected until the submit function is activated at the end of the survey.

• You are free to decline to answer particular questions.

• While the information gained in this study will be published as explained, anonymity is ensured as you are not identifiable via the data collected through this survey instrument.

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications.

If you are happy that you have read and understood the aims and purpose of this survey, the use of the data collected and you are willing to contribute

to this investigation please proceed to click on Submit.

Submit

Appendix 3 Interview questions

Interview Tool 1

This conversation is an opportunity for you to share with me your teaching and coaching experiences and specifically, sport literacy as the functional use of sport knowledge.

The questions are open ended, which means that I'd like to encourage you to talk freely about your experiences and thoughts. I plan to audio record this interview and once complete, I will write up a complete transcript which I would like you to read to make sure that it is an accurate reflection of what you have said. You can edit it and then I will write a summary of the interview and conduct an analysis. It will not be possible to reveal your identity from this interview as all names will be coded and no identifying features recorded.

1. What were your daily experiences of sport teaching and coaching while on teaching placement?

2. Were you aware of your own and others bias and limitations towards sport teaching?

3. What was your understanding of the social situation of sport teaching – ie. What did the school and its PE teachers consider as socially valuable about sport teaching and the relevance to short and long term outcomes for the students?

4. What resources were used to support sport teaching and was there any bias in the selection of resources?

5. What reflections do you have about your own knowledge structures relevant to sport teaching in physical education?

6. If you didn't have experience in the sport, would you proceed with a sport literacy intention?

7. How would you evaluate the academic intent and/or rigour of the sport teaching in the schools you experienced on prac?

8. What decisions do you believe should be made about sport teaching in physical education from your school experiences?

9. Recognising theory from practice; can you relate what you learnt about sport teaching in physical education to school experience? Coaching experience?

10. What factors do you recognise as affecting your ability to teach sport for sport literacy development? Coach sport for sport literacy development?

11. What elements of a sports literacy model did you attempt to use in your lessons? Coaching?

12. What were your experiences implementing a Tactical Curriculum Model/ Sport Education in schools?

13. What worked well, and why?

14. What did not work, and why?

15. What limited the use of elements of a sports literacy model?

16. What supported the use elements of a sports literacy model?

17. . What constrained (prevented) the use elements of a sports literacy model.

18. What do you think your students liked and/or disliked? What made you think this?

19. Please explain your thoughts on the effectiveness of the use of questions to guide student learning?

20. Please explain whether a Tactical Curriculum Model/ Sport Education helped you to construct a sequence of learning to meet the outcomes of the SACSA Framework?

21. Reviewing your sport teaching, explain whether or not students had enough time to learn tactical skills ~ sport specific skills?

22. Please explain students cognitive engagement and involvement in knowledge construction during your Tactical Curriculum Model/Sport Education sport unit

23. How did your school based mentors perceive what you were doing?

24. Would you use a Tactical Curriculum or Sport Education or a Hybrid of the two models to plan and teach sport content in physical education in the future?

If so, why? If not, why not?

Interview Tool 2

- Do you use a Tactical or Game Sense approach to teach sport in physical education?
- Do you use a Sport Education (SEPEP) approach to teach sport in physical education?
- Have you ever combined a Tactical or Game Sense approach with Sport Education (SEPEP)?
- Do you consider a Tactical or Game Sense approach helps teach for student achievement of the SACSA curriculum outcomes?
- Do you consider a Sport Education (SEPEP) approach helps teach for student achievement of the SACSA curriculum outcomes?
- One of the aims of SEPEP is literate participants. How important is it to teach for literate sport participants?
- One of the aims of SEPEP is enthusiastic participants. How important is it to teach for enthusiastic sport participants?
- In your experience what constrains or limits the use of a Tactical _Game Sense' Approach to sport teaching in physical education?
- In your experience what supports the use of a Tactical _Game Sense' approach to sport teaching in physical education?
- In your experience what constrains or limits the use of a Sport Education (SEPEP) approach in physical education?
- In your experience what supports the use of a Sport Education (SEPEP) approach in physical education?
- What is most important in *your* physical education lessons?
- What is most important in your *school* physical education?
- What do you believe the students learn *is important (about sport)* from their experience of sport teaching in PE at your school? Why?

Appendix 4: Audit Trail of Data Collection

Year	Data Collection
2008	
November - December	Writing up Sports Literacy as a framing system for sport teaching within physical education Autoethnographic accounting for the research project
2009	
February	Web-survey 4th Year PETE pre service teachers
March-April	4th Year PETE pre service physical education studies curriculum specialisation topic
April	Survey Year PETE pre service teachers experiences of learning to teach and design curriculum using a sport literacy framing system
April – May	Professional Teaching Practice 4 Placement Visits Semi structured interviews with physical education teachers
May	Web-survey 4th Year PETE pre service teachers Professional Teaching Practice 4 Placement sport teaching experiences
June	Paper on Sport Literacy presented at the 2009 ACHPER Biennial International Conference in Brisbane
June-	Interviews with 4th Year PETE pre service teachers about their Professional

September	Teaching Practice 4 Placement sport teaching experiences
August	Key note presentation on Sport Literacy at the 2009 South Australian Primary Years HPE Conference
November	Autoethnographic vignette of the experience of teaching PETE-PS teachers and of putting the idea ‗out there' at conferences and during Professional Teaching Practice Placement school visits.
2010	
January-December	Thesis writing and revisions
2011	
January-June	Thesis revisions

Appendix 5 Topic week by week summary table

Week	Content Summary
1	Education in, through and about sport Sport literacy and the purpose, form and function of sport teaching in physical education. Volleyball practical - pre-tests: skills, knowledge and understanding - teams assigned, individual roles and responsibilities, team practice session: volleyball game sense, fair play code of conduct contracts
2	South Australian Curriculum Standards and Accountability Framework H&PE curriculum outcomes and standards expectations for Physical Activity and Participation, and Personal and Social Develop strands Volleyball Referee workshop Volleyball practical – Individual roles and responsibilities, team practice session: volleyball game sense
3	Designing teaching and assessment of learning in volleyball Volleyball practical – team competition round 1; Individual roles and responsibilities
4	Designing teaching and assessment of learning about volleyball Volleyball practical – Individual roles and responsibilities, team practice session: volleyball game sense
5	Designing teaching and assessment of learning through volleyball Volleyball practical – team competition round 2; Individual roles and responsibilities
6	Senior Years (Year 11 and 12/13) physical education and sport literacy Volleyball practical – Individual roles and responsibilities, team practice session: volleyball game sense
7	What does it mean to be sport educated? Volleyball practical - post-tests: skills, knowledge and understanding - culminating event: Fair Play Cup finals series Unit evaluation: Education in, through and about sport

Appendix 6 Ethics Approval

COPY

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Tasmania 7001 Australia
Telephone (03) 6226 2764
Facsimile (03) 6226 7148
Marilyn.Knott@utas.edu.au
http://www.research.utas.edu.au//index.htm

MEMORANDUM

HUMAN RESEARCH ETHICS COMMITTEE (TASMANIA) NETWORK

UTAS

MINIMAL RISK ETHICS APPLICATION APPROVAL

9 December 2008

A/Prof Dawn Penney
Education
Private Bag 1308
Launceston

Ethics reference: H10384

Rethinking the teaching of sport in physical education - a tactical curriculum model.

PhD candidate: Shane Pill

Dear Dr Penney

Acting on a mandate from the Tasmania Social Sciences HREC, the Chair of the committee considered and approved the above project on 8 December 2008.

All committees operating under the Human Research Ethics Committee (Tasmania) Network are registered and required to comply with the *National Statement on Ethical Conduct in Human Research* (NHMRC 2007).

Therefore, the Chief Investigator's responsibility is to ensure that:

1) All researchers listed on the application comply with HREC approved application.
2) Modifications to the application do not proceed until approval is obtained in writing from the HREC.
3) The confidentiality and anonymity of all research subjects is maintained at all times, except as required by law.
4) Statement 5.5.3 of the National Statement states:

   Researchers have a significant responsibility in monitoring approved research as they are in the best position to observe any adverse events or unexpected outcomes. They should report such events or outcomes promptly to the relevant institution/s and ethical review body/ies and take prompt steps to deal with any unexpected risks.

5) All participants must be provided with the current Information Sheet and Consent form as approved by the Ethics Committee.
6) The Committee is notified if any investigators are added to, or cease involvement with, the project.

A PARTNERSHIP PROGRAM IN CONJUNCTION WITH THE DEPARTMENT OF HEALTH AND HUMAN SERVICES

7) This study has approval for 4 years contingent upon annual review. A *Progress Report* is to be provided on the anniversary date of your approval. You will be sent a courtesy reminder closer to this due date.

8) A *Final Report* and a copy of the published material, either in full or abstract, must be provided at the end of project.

Yours sincerely

M. Knott

for **Ethics Executive Officer**

Appendix 7 Data Collection 1Results

Qualitative Data: Curriculum and Pedagogical Themes from the PETE-PS Teacher Perspective.

1. The most important knowledge for middle and secondary school students to learn during a sport unit is sports skills and sport rules so that they can perform successfully, participate confidently and enjoy the experience.
2. The sport knowledge physical education teachers need for curriculum planning for sport teaching in physical education consists of:
   - How to do the skills of the sport, progress and extend them;
   -The rules of sports; and
   -An experience of a wide range of sports.
3. The curriculum knowledge physical education teachers need to teach sport in physical education is the curriculum elements (ie. The sports) that students are required to learn and the specific outcomes required through the curriculum (ie. The South Australian Curriculum Standards and Accountability HPE Framework).
4. Teaching sport expertly in physical education requires a range of pedagogies selected to meet the needs of the class and individual students.
5. Sports literacy is not a concept recognisable from the PETE-PS teachers' apprenticeship of observation and participation in sport. However, respondents considered it important that students sport literacy is developed so that learners understand the concepts, strategies, tactics and cultural constructions of sport.
6. The PETE-PS teachers exposed to TGfU and Sport Education principles and practical application during their University coursework believed they would be able to develop student's sport literacy.
7. Experience playing a sport provides the familiarity that enables the analysis of a sport for its tactical complexity.
8. Tactics are integral to learning how to play a sport but the importance placed on this element of sport learning is existent upon the philosophy of the individual teacher.

4. Rate each of the following physical education teaching orientations from most important (1) to least important (5).(More than one answer can be rated a (1) 'most important')

	1	2	3	4	5	Rating Average	Response Count
Discipline mastery (mastering subject content eg. sport specific skills)	10.3% (3)	17.2% (5)	20.7% (6)	24.1% (7)	**27.6% (8)**	3.41	29
Learning process (how students learn is as important as what they learn)	24.1% (7)	**41.4% (12)**	17.2% (5)	13.8% (4)	3.4% (1)	2.31	29
Self actualisation (students personal development)	**55.2% (16)**	27.6% (8)	10.3% (3)	0.0% (0)	6.9% (2)	1.76	29
Social reconstruction (meeting sociocultural goals eg. improving respect for sport officials, decreasing levels of overweight and obesity)	**28.6% (8)**	**28.6% (8)**	21.4% (6)	17.9% (5)	3.6% (1)	2.39	28
Ecological integration (meeting the needs and intersts of students)	**44.8% (13)**	27.6% (8)	17.2% (5)	3.4% (1)	6.9% (2)	2.00	29
						Comment.	5
						answered question	29
						skipped question	8

17. The identification of the major tactical problems of a sport is an important element of physical education sport curriculum planning.

	Response Percent	Response Count
5 Strongly Agree	15.4%	4
4 Agree	**69.2%**	**18**
3 Undecided	15.4%	4
2 Disagree	0.0%	0
1 Strongly Disagree	0.0%	0
	Please comment	11
	answered question	26
	skipped question	11

18. Learning tasks should focus on specific sport skill development.

	Response Percent	Response Count
5 Strongly Agree	7.7%	2
4 Agree	50.0%	13
3 Undecided	23.1%	6
2 Disagree	11.5%	3
1 Strongly Disagree	7.7%	2
Please comment.		10
answered question		26
skipped question		11

19. Learning tasks should focus on solutions to tactical problems.

	Response Percent	Response Count
5 Strongly Agree	19.2%	5
4 Agree	57.7%	15
3 Undecided	11.5%	3
2 Disagree	11.5%	3
1 Strongly Disagree	0.0%	0
Please comment		6
answered question		26
skipped question		11

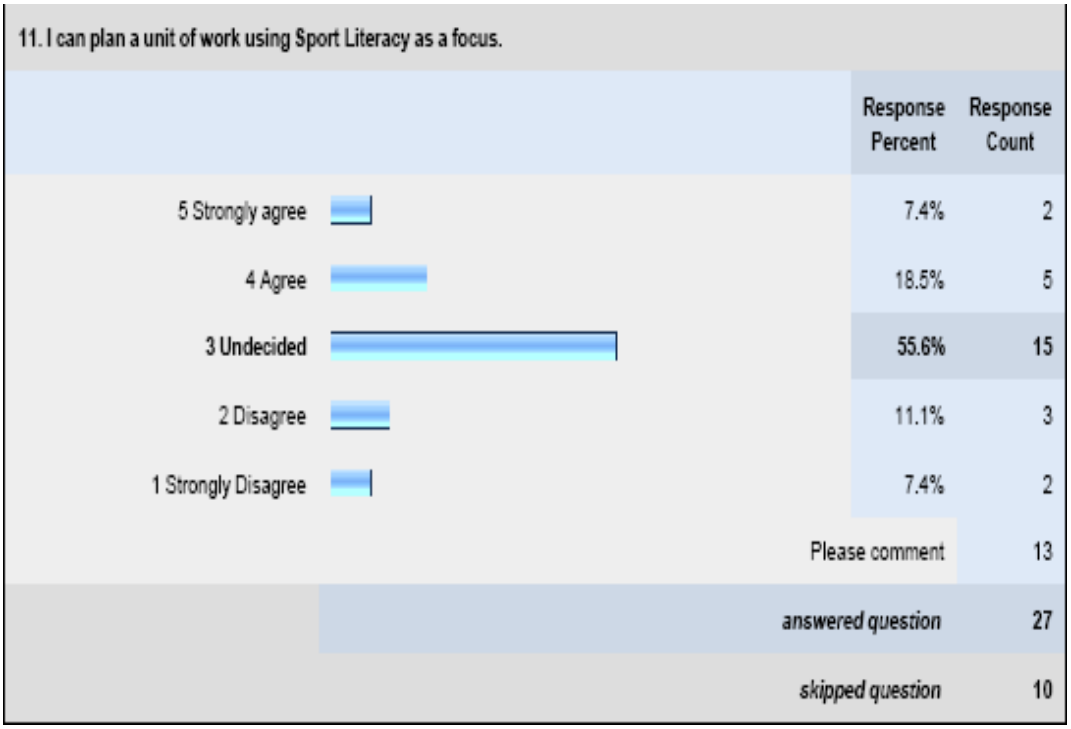
22. The role of the teacher is to provide students with learning opportunities that engage with the construction of sport knowledge as well as skill.

	Response Percent	Response Count
5 Strongly Agree	69.2%	18
4 Agree	30.8%	8
3 Undecided	0.0%	0
2 Disagree	0.0%	0
1 Strongly Disagree	0.0%	0
Please comment		4
answered question		26
skipped question		11

28. Learning tasks that develop student understanding of the rules, conventions and sociocultural elements of a sport is an important part of sport learning.

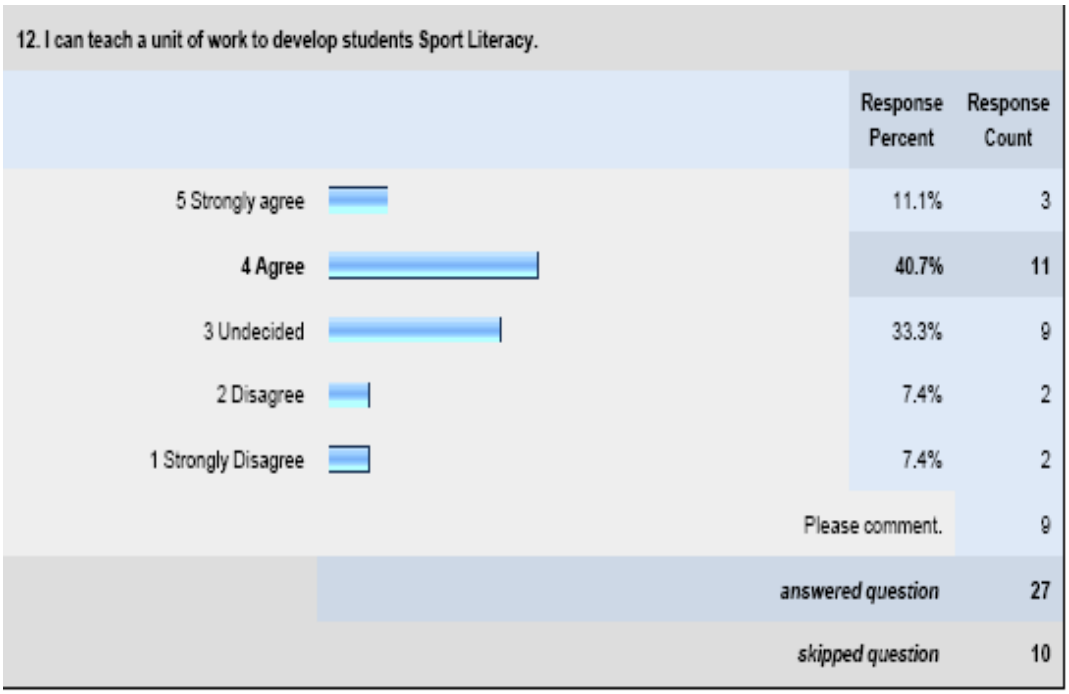
	Response Percent	Response Count
5 Strongly Agree	34.6%	9
4 Agree	61.5%	16
3 Undecided	3.8%	1
2 Disagree	0.0%	0
1 Strongly Disagree	0.0%	0
Please comment		4
answered question		26
skipped question		11

11. I can plan a unit of work using Sport Literacy as a focus.



	Response Percent	Response Count
5 Strongly agree	7.4%	2
4 Agree	18.5%	5
3 Undecided	55.6%	15
2 Disagree	11.1%	3
1 Strongly Disagree	7.4%	2
Please comment		13
answered question		27
skipped question		10

12. I can teach a unit of work to develop students Sport Literacy.



	Response Percent	Response Count
5 Strongly agree	11.1%	3
4 Agree	40.7%	11
3 Undecided	33.3%	9
2 Disagree	7.4%	2
1 Strongly Disagree	7.4%	2
Please comment.		9
answered question		27
skipped question		10

13. I can analyse a sport for its tactical complexity.

	Response Percent	Response Count
5 Strongly Agree	33.3%	9
4 Agree	55.6%	15
3 Undecided	7.4%	2
2 Disagree	3.7%	1
1 Strongly Disagree	0.0%	0
Please comment.		9
answered question		27
skipped question		10

14. I can use the tactical problems identified in a tactical analysis of a sport to plan a sport unit of work.

	Response Percent	Response Count
5 Strongly Agree	14.8%	4
4 Agree	51.9%	14
3 Undecided	29.6%	8
2 Disagree	3.7%	1
1 Strongly Disagree	0.0%	0
Please comment		6
answered question		27
skipped question		10

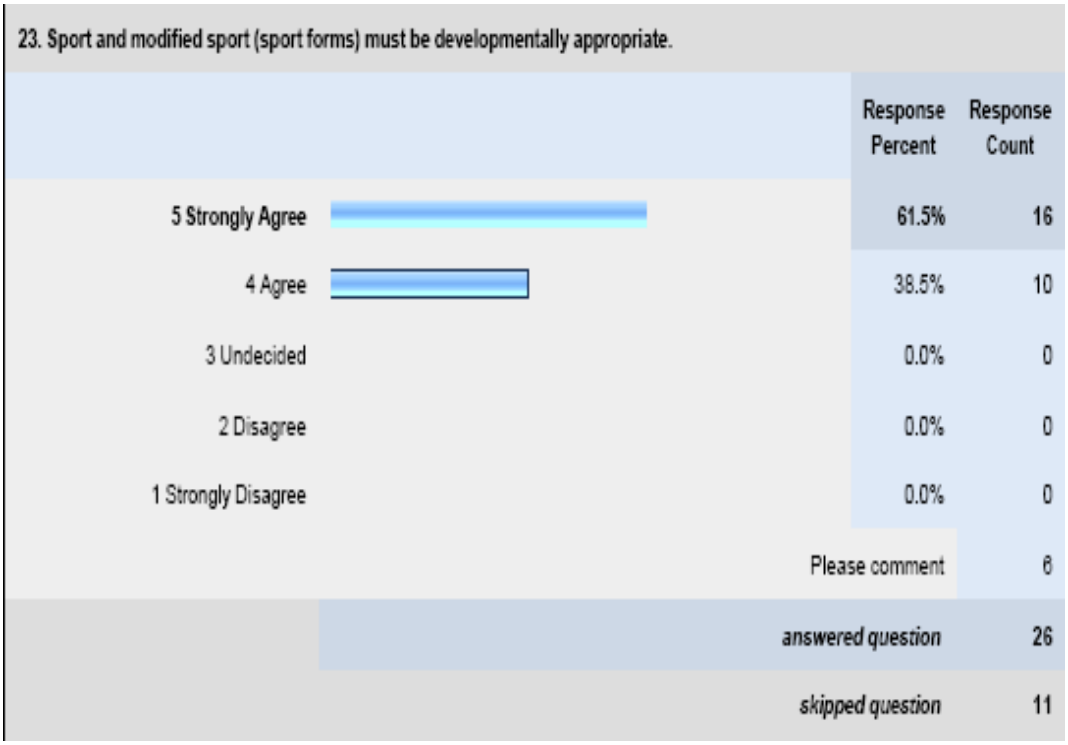
20. Game modifications that highlight tactical awareness are an important element of sport learning.

	Response Percent	Response Count
5 Strongly Agree	50.0%	13
4 Agree	50.0%	13
3 Undecided	0.0%	0
2 Disagree	0.0%	0
1 Strongly Disagree	0.0%	0
Please comment		6
answered question		26
skipped question		11

21. Modifying games to highlight a range of movement skill solutions is as important as skill drills in sport learning.

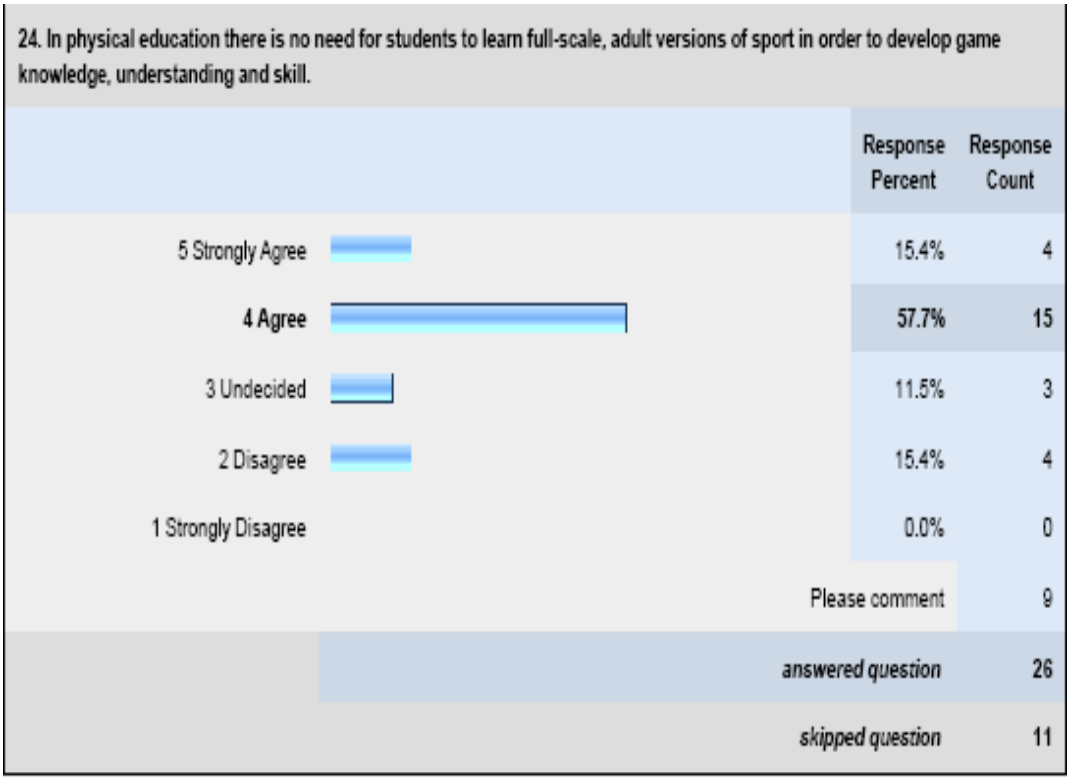
	Response Percent	Response Count
5 Strongly Agree	42.3%	11
4 Agree	46.2%	12
3 Undecided	7.7%	2
2 Disagree	0.0%	0
1 Strongly Disagree	3.8%	1
Please comment		7
answered question		26
skipped question		11

23. Sport and modified sport (sport forms) must be developmentally appropriate.



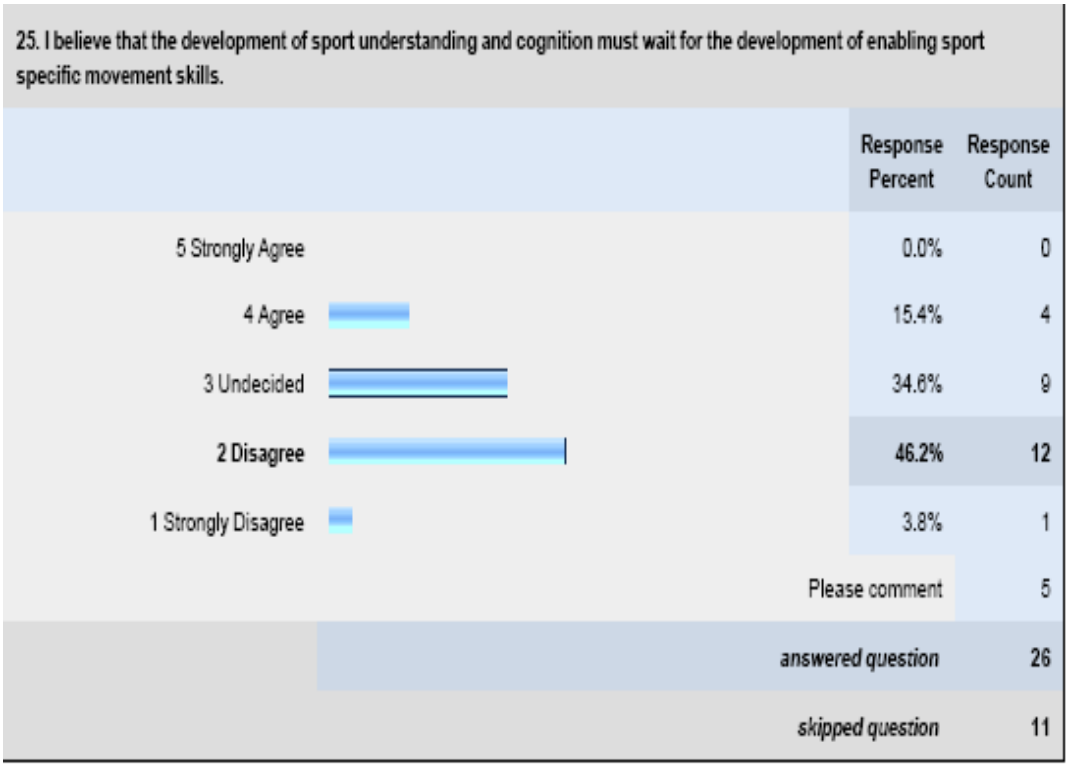
	Response Percent	Response Count
5 Strongly Agree	61.5%	16
4 Agree	38.5%	10
3 Undecided	0.0%	0
2 Disagree	0.0%	0
1 Strongly Disagree	0.0%	0
Please comment		6
answered question		26
skipped question		11

24. In physical education there is no need for students to learn full-scale, adult versions of sport in order to develop game knowledge, understanding and skill.



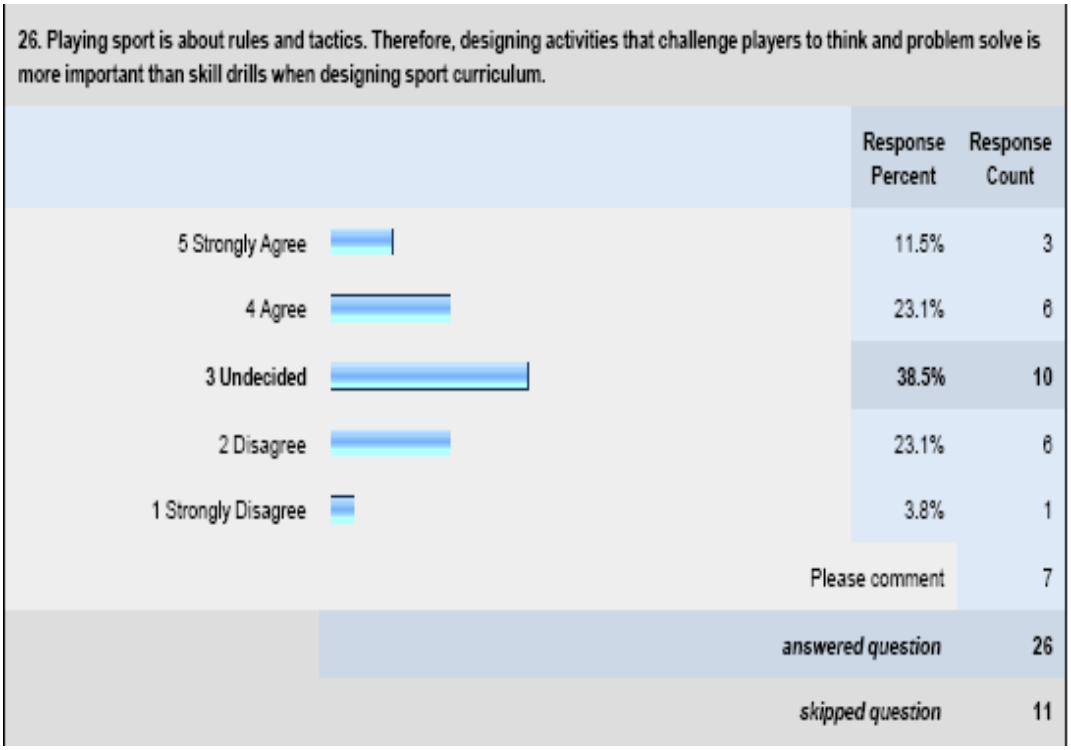
	Response Percent	Response Count
5 Strongly Agree	15.4%	4
4 Agree	57.7%	15
3 Undecided	11.5%	3
2 Disagree	15.4%	4
1 Strongly Disagree	0.0%	0
Please comment		9
answered question		26
skipped question		11

25. I believe that the development of sport understanding and cognition must wait for the development of enabling sport specific movement skills.



	Response Percent	Response Count
5 Strongly Agree	0.0%	0
4 Agree	15.4%	4
3 Undecided	34.6%	9
2 Disagree	46.2%	12
1 Strongly Disagree	3.8%	1
Please comment		5
answered question		26
skipped question		11

26. Playing sport is about rules and tactics. Therefore, designing activities that challenge players to think and problem solve is more important than skill drills when designing sport curriculum.



	Response Percent	Response Count
5 Strongly Agree	11.5%	3
4 Agree	23.1%	6
3 Undecided	38.5%	10
2 Disagree	23.1%	6
1 Strongly Disagree	3.8%	1
Please comment		7
answered question		26
skipped question		11

27. The ability to teach so that sport knowledge is connected across units of work in physical education is important.

	Response Percent	Response Count
5 Strongly Agree	28.0%	7
4 Agree	68.0%	17
3 Undecided	4.0%	1
2 Disagree	0.0%	0
1 Strongly Disagree	0.0%	0
Please comment		6
answered question		25
skipped question		12

Appendix 8 Data Collection 2 Results

Learning to Plan, Enact and Teach Sport from the PETE-PS Teacher Perspective.

1. The foregrounding of student knowledge formation through the teacher use of questioning as a pedagogical instrument and planning feature is a positive strategy for sport teaching within physical education. It helps students and teachers make more sense of sport performance by encouraging breadth and depth of thinking in order to promote knowledge formation.
2. A tactical emphasis delivered through guided inquiry has in the main not previously been part of their sport teaching apprenticeship of observation.
3. Inexperience in a sport, or lack of exposure (both theoretical and applied), to a tactical emphasis across a range of sports is a constraint upon the planning and enactment of a sport literacy (TGfU-SE) approach.
4. Designing sport curriculum with a tactical emphasis is challenging as it is a lot of work and requires more thinking as an initial tactical analysis of a sport may be required in order that the teacher fully understands the sport before they can plan their teaching.
5. A sports literacy approach is more inclusive and engaging of less able or athletic students, but there are concerns about less time being spent on movement skill development through drills.
6. A sports literacy approach provides an expanded sport knowledge base from which to design and enact sport curriculum within physical education.
7. Designing sport curriculum with a tactical emphasis is challenging as it requires a different ‗mind set' of the physical education teacher as they become more of a facilitator of learning.
8. A sports literacy approach places more emphasis on student engagement through empowerment and inclusion.
9. PETE-PS it is difficult to shift PETE-PS teachers' construct of skill teaching from textbook techniques/sport specific movement skills to an expanded ‗game sense' understanding of skill.

PETE-PS Teachers experience being taught a sport through a Sport Literacy (TGfU-SE) framework

Question	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
My sport (volleyball) knowledge improved	8 (18.6%)	27 (62.8%)	5 (11.6%)	3 (7%)	-
My sport (volleyball) Understanding improved	8 (18.6%)	26 (60.4%)	6 (14%)	3 (7%)	-
My sport (volleyball) specific motor skill improved	1 (2.3%)	16 (37.2%)	13 (30.2%)	12 (28%)	1 (2.3%)

PETE-PS Teachers experience of Sport Literacy (TGfU-SE) within physical education.

Question	Yes	Maybe	No
I have previously experienced being taught or coached to play a sport with Sport Literacy a feature of the teaching or coaching?	5	6	32
I have observed Sport Literacy being explicitly taught in school physical education?	6	4	33
I have observed or experienced Sport Education and TGfU tactical teaching features in sport teaching in physical education?	10	3	33

PETE-PS Teachers experience of planning sport curriculum using a Sport Literacy (TGfU-SE) framework.

Question	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
From what I have observed and experienced of sport teaching in physical education using tactical questions to focus sport teaching represents a departure from normative practice?	13 (30.2%)	25 (58.1%)	5 (11.6%)	-	-
A Sport Literacy Model utilising Sport Education and TGfU tactical teaching features has enhanced my ability to plan quality sport teaching in physical education?	15 (34.9%)	24 (55.8%)	4 (9.3%)	-	-
A Sport Literacy Model utilising Sport Education and TGfU tactical teaching features will help me assess student achievement of the PE outcomes of the South Australian Curriculum Standards and Accountability Framework (SACSA)?	9 (20.9%)	30 (69.9%)	4 (9.3%)	-	-
Undertaking a tactical analysis of a sport improved my sport literacy?	16 (37.2%)	19 (44.2%)	8 (18.6%)	-	-

Appendix 9 Data Collection 3 Results

PETE-PS Teachers' Reflections on Professional Teaching Practice Placement.

Mentor Teachers

● The PETE-PS teachers perceived a general absence of familiarity and understanding of TGfU and SE among physical education teachers.

● Physical education teachers were perceived to be habituated curriculum and pedagogical actors.

● TGfU and SE appear to represent different ways of thinking about the planning and enactment of sport teaching, the role of students, and the objectives of the teacher.

● PETE-PS teachers require supportive school mentors if they are to attempt alternative pedagogical practices (such as TGfU and SE) while on professional teaching placement.

● PETE-PS teachers need to see experienced teachers enacting TGfU and SE informed curriculum and examples of school based curriculum planning informed by TGfU and SE while on professional teaching practice.

School Students

● Implementing TGfU and SE informed curriculum can be problematised by students' perceptions of what sport teaching and learning should be like (and these ideas do not appear to be informed by TGfU or SE experiences).

● PETE-PS teachers believe that TGfU and SE informed curriculum is more inclusive and equitable of all students learning.

PETE-PS Teachers Time

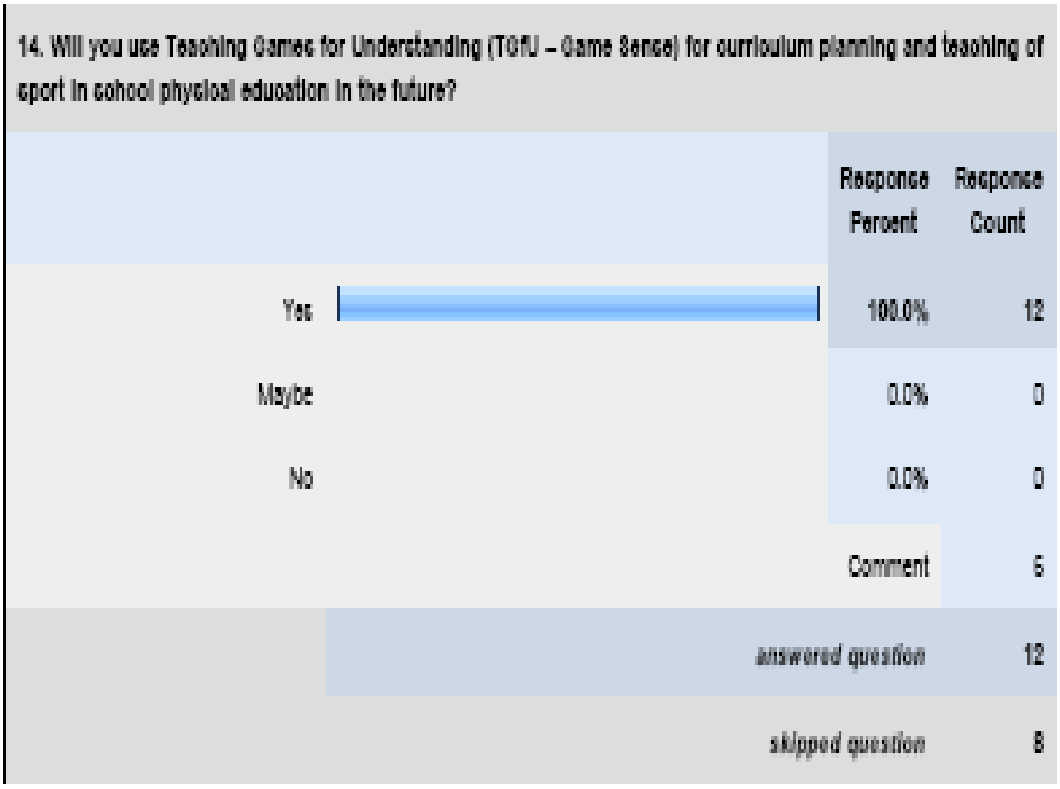
● There is insufficient time to achieve the ambitions of SE within the curriculum structure of PE experienced by the PETE-PS teachers on professional teaching practice. That is, the length of the units of instruction (typically between 3-5 weeks) and time allocated within the curriculum for PE are not long enough.

● Planning TGfU and SE informed sport curriculum takes more time to plan and prepare than skill based lessons.

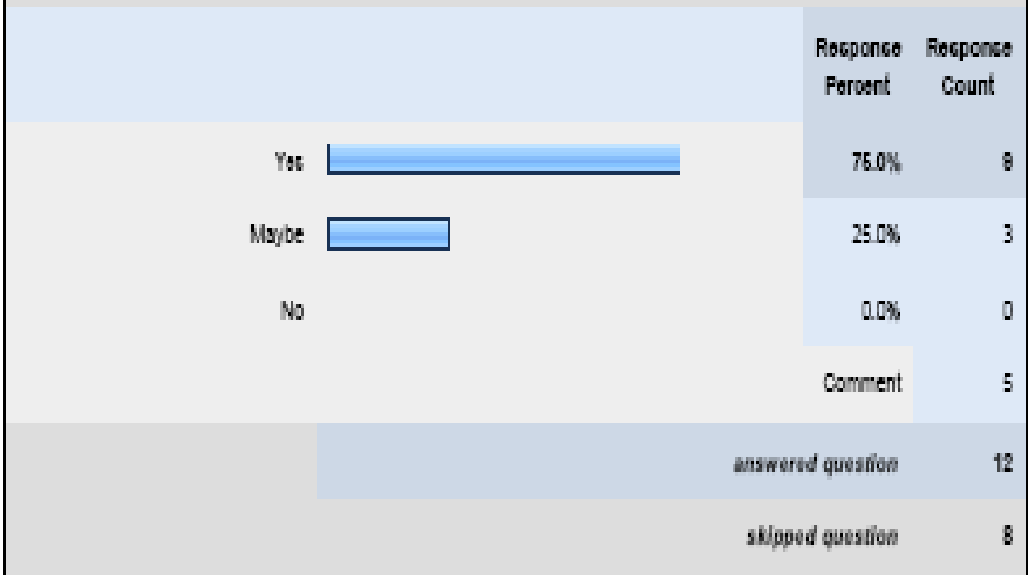
PETE-PS Teachers Knowledge

● Planning and enacting TGfU and SE informed curriculum requires greater pedagogical and sport content knowledge.

● A lack of sport knowledge across a range of sports and sport categories constrains the use of TGfU and SE informed curriculum and pedagogy.

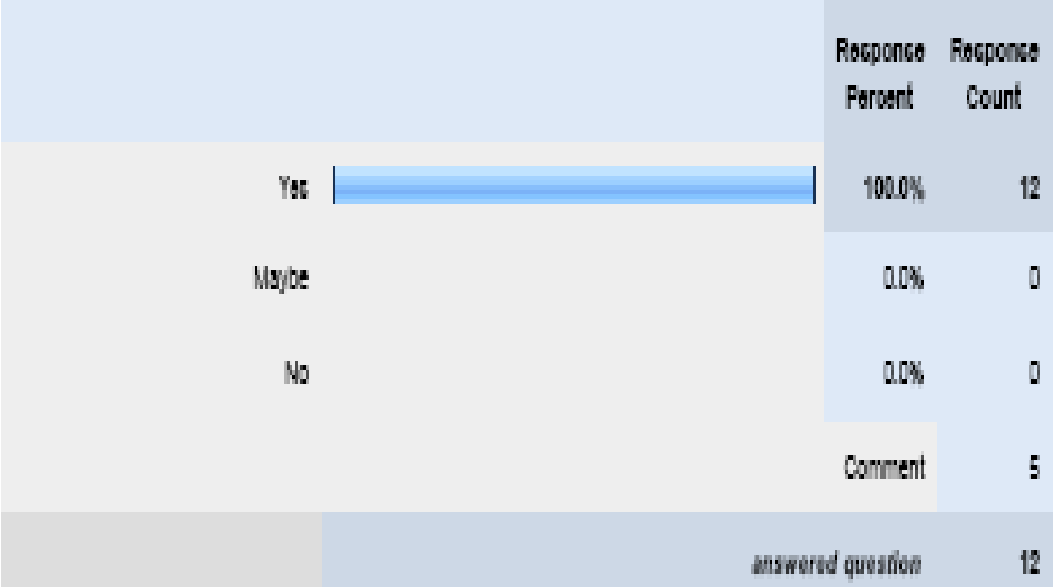


16. Will Teaching Games for Understanding (TGfU – Game Sense) help you teach sport in school physical education for student achievement of the PE outcomes of the South Australian Curriculum Standards and Accountability Framework (SACSA)?



	Response Percent	Response Count
Yes	75.0%	9
Maybe	25.0%	3
No	0.0%	0
Comment		5
answered question		12
skipped question		8

18. Will you use Sport Education (SEPEP) for curriculum planning and teaching of sport in school physical education in the future?



	Response Percent	Response Count
Yes	100.0%	12
Maybe	0.0%	0
No	0.0%	0
Comment		5
answered question		12
skipped question		8

17. Will Sport Education (SEPEP) help you teach sport in school physical education for student achievement of the PE outcomes of the South Australian Curriculum Standards and Accountability Framework (SACSA)?

	Response Percent	Response Count
Yes	83.3%	10
Maybe	16.7%	2
No	0.0%	0
Comment		3
answered question		12
skipped question		8

Appendix 10 Data Collection 4 Results

The Physical Education Teacher Education- Pre Service Teacher Interviews:

Themes.

- Planning sport curriculum through a TGfU and/or Sport Education focus is more complex and, therefore, more difficult and time consuming, than planning for a more normative technical ‗skill' focussed teaching progression.
- PETE-PS teachers were unable to observe enacted examples of TGfU and/or Sport Education curriculum by mentor teachers and other physical education teachers while on PTP as they were not curriculum models obviously informing the construction of sport teaching.
- An absence of role modelling, memtoring and evidence of TGfU and/or Sport Education in practice in schools was a constraint upon PETE-PS teachers consolidating and expanding their understanding of the planning and enactment of this type of sport curriculum.
- Mentors who are willing to support the enactment of TGfU and/or Sport Education curriculum by PETE-PS teachers were desired by the PETE-PS teachers.
- Mentors who are able to provide constructive feedback about the enactment of TGfU and/or Sport Education curriculum by PETE-PS teachers were absent, but desired, by the PETE-PS teachers.
- An absence of TGfU and/or Sport Education related resources, texts and examples of units of work at the schools constrained the planning of the PETE-PS teachers.
- The expectations of students about physical education and how it is taught constrains the achievement of the objectives of TGfU and/or Sport Education curriculum.
- The Outcomes and Standards of the curriculum framework did not appear to inform the construction or assessment of sport teaching in physical education in any meaningful way.
- The physical education curriculum was uniformly a multi-activity construct emphasising physical activity accumulation and/or ‗textbook technique' skill learning.
- The degree of experience and exposure a teacher has with a game/sport is instrumental to the confidence in the use of a TGfU-tactically orientated pedagogy.

Interview 1.

This PETE-PS teacher reflected upon two PTP experiences. The first was in a country DECS coeducation area school and the second in a metropolitan DECS coeducation secondary school.

The PS teacher generalised that mentor teachers *couldn't be bothered* with curriculum ideas such as TGfU and SE. During the interview the PETE-PS teacher reflected that they believed the implementation of progressive sport teaching was constrained as *teachers get bogged down with what's easier. With skill drills where they have the control. I don't think the teachers can be bothered with sport ed, you would need the person in charge of the curriculum to push it*. This pre-service teacher deducted that teachers were not open to new ideas, being *happy to go with what they know and feel comfortable with*.

The inability to be able to observe teaching evidencing either a TGfU or SE construction constrained further learning about sport teaching and contained learning to teach sport using progressive curriculum pedagogical frameworks to personal experiences of this type of teaching during university practical course work. *The staff think they know everything. I think that is a problem, teachers seem to think they know everything. They are not very open to new ideas. They work hard, but they don't have much respect for change. They look at it like they are being told to do stuff by people who have never taught in their life or who haven't taught for more than 10 years*.

The curriculum structure at both schools featured units of 2-4 weeks length in Years 8 and 9, which constrained the intentions of teaching for literate sports performers and participants. *Golf was two weeks and sofcrosse was three weeks. You can't teach someone to play in that time. Their idea is to get as big a range of*

sports as possible but there was no link between. We did putting once. The kids who already know how to play would be good but the ones who couldn't do it wouldn't have developed the confidence to try it in a community setting. You can't develop a quality swing in two weeks.

The PS teacher neither observed nor evidenced an emphasis or interest by teachers within the physical education teaching teams at the schools to plan and enact sport teaching intended to achieve the expectations of the curriculum framework. Overall, the experience of teacher enactment of student assessment were of subject assessment emerging from teacher reflection and not from cumulative data recording or the use of tools to use assessment to inform students learning or assess student learning. A lack of resources within the schools, and examples of documented units of work reflecting the pedagogical intentions of TGfU or SE further constrained the PS teacher's intentions to design and enact sport teaching reflecting the intentions of a twinned TGfU-SE approach.

The PS teacher reported that it takes a lot of preparation to prepare to enact teaching through a twinned TGfU-SE framework compared to a skill and drill based curriculum approach, particularly when the sport is not familiar. Adopting pedagogical structures associated with SE were reported as problematic due to inconsistent attendance and lesson participation by students. While the PS teacher reported that it was challenging to teach sport in physical education with a TGfU-SE focus, however, they found it rewarding to coach sport with a tactical emphasis and to design and enact sport units using SE. *It was challenging, being creative and finding the right things ... I found the sport ed challenge of putting students into teams, I really enjoyed that. Being able to give them other roles, leadership roles was interesting for me. It also helped with admin, rather than having*

new teams every lesson. I think I found it helpful. The PS teacher felt that at both sites the students responded positively to the SE and TGfU initiatives. For example, *‘the students were accepting of a tactical approach, as I explained they got into it and understood it‘*. Mentors did not always share a similar perception of the success. For example, the pre-service teacher commented that, *In my first prac when I wanted to split them into teams he told me he didn‘t think it would work. At the end of it when he asked me how I thought it went, and I thought it had gone well he was like, well, I didn‘t think it worked*.

This PS teacher found that the students responded well to being placed in a consistent team structure and to a ‘game sense‘ approach to learning to play a new sport. The use of multiple concurrent games was identified as a supervision challenge. *Running multiple games was challenging. We played 2v3 sofcrosse. I needed to be at all of the games all of the time because it seemed hard for the students to focus when I wasn‘t there. On the one hand I wanted the maximum participation of multiple games but I also wanted the kids to be on task and not being dangerous*.

Interview 2.

This PETE-PS teacher reflected on two PTP placements. The first school was a DECS coeducation secondary metropolitan school while the second school was a metropolitan coeducation R-12 independent school.

The PS teacher reported an obvious difference in the experienced culture of the two schools. It was felt that the DECS school placed an emphasis on physical activity accumulation. *They were teaching to get things done and get them active rather than teaching for any sense of knowledge*. In contrast, it was felt that the

independent school maintained a —strong" and explicit sport focus with teachers obvious in their support of students sport participation for school and community groups.

At the DECS school it was believed that PE teachers were able *to do their own thing*, however, there was only ever observed a ‗skills-first, game last' teaching emphasis. The mentor teachers were described as *not really open to new or different ideas*.

At the independent school there was a clearly articulated sport curriculum within physical education with competencies for every unit detailed. Teachers had to adhere to meeting the program outcomes and unit competencies, but had the flexibility to enact the curriculum in whatever way suited their teaching style and the nature of the class. This meant that mentor teachers were supportive of this pre-service teacher developing their own teaching style. *If they were not familiar with it I had their support to try it. I felt I could explain myself, I did it like this and they were like OK. In the past I have felt more like I have had to do it their way, how they would do it.* As with the DECS school a ‗skills first-game last' teaching emphasis was consistently observed. It was reported that the teachers *often mentioned game play, but I had numerous conversations where I said I am going to play a game with them and integrate the skills through this, and they would say like, yeah, that's a good idea but you could do the skills first and then play the game*.

At both schools it was reported that there was no evidence of SE curriculum or intentions in the planned and enacted curriculum. Lack of resources, examples of TGfU and Sport Education focussed units of work within the schools did not assist in researching and planning lessons. It was commented that, *Now I think about it, this type of talking about sport is not something I have ever seen in PE*

teaching other than at Uni. From a teaching experience, I have never really witnessed anyone pointing out deliberately those types of concepts.

The PS teacher found that it took *a lot more planning* and planning time to develop a TGfU-SE unit. This occurs as ~~*it*~~ *can be quite difficult constructing questions to guide the tactical construction of knowledge and understanding if you are not familiar with the sport*.

The PS teacher reported surprise at how well the use of inquiry through the pedagogical use of questions to guide construction of student game knowledge and understanding worked. Even though it was difficult to pre-plan questions in sports that were unfamiliar the positive experience with the use of questions to guide student learning resulted in the observation that while it is challenging to teach sport with a TGfU-SE focus it is also rewarding. The PS teacher reflected that, *if you want to be this type of teacher you have to be dynamic and willing to take on new ideas. I have maxed this out of the years, that teachers keep doing what they've been doing because it is within their comfort zone. Kids need to learn something rather than that was a good lesson, they looked engaged'. If we want the students to learn things that are going to be helpful within their lives there needs to be knowledge behind the teaching. Requires teachers who are dedicated and want to deliver these things. That takes coming out of your comfort zones I think. May fail at times, but if you are not willing to try new things how are you going to move forward. It comes back to what you think a teacher is. If people are going to be series about PE you need to have kids learn something that is as valuable as what they learn in Maths and Science*.

It was evident that this PS teacher had the self efficacy and assurance to want to be challenged by teaching through TGfU and SE. *I liked what I was planning, but*

when I was doing more skill planning I was thinking this is a bit dry. I wasn't always 100% confident with what I was doing but I was excited to give it a try.

Interview 3.

This PETE-PS teacher reflected upon PTP experience in a rural coeducation secondary school. The PS teacher reported observing very skill and drill focussed practice during lessons. *From what I saw the philosophy was very much about developing skills. Skill drill and then do a game ... What I noticed was skill sort of stuff and then play game.* In general, physical education appeared to be grounded on teacher directed pedagogy. Generally, mentor teachers were not supportive of a TGfU-SE approach problematising it as ‗more work' than necessary. *Teacher sat me down and said, teaching, you have to make it easy for yourself. There was a hint that the way you are going about it, like a tactical approach or sport education approach is a lot harder and a lot more stressful*. When the pre-service teacher implemented a tactically oriented AFL Football lesson he was advised by one mentor that this wasn't an appropriate approach. —Tthe feedback was that students, *They need to be in lines, end to end, kick the ball to each other, that way they are in a line, with structure they are not running off, they know what they need to do*". The pre-service teacher also received feedback that the ~~—~~*mentors thought I should have let the games flow and let them enjoy it rather than stopping them and questioning them.*

Although one mentor indicated being *a big fan of game sense* they were not observed using it when teaching. On the occasion when tactical teaching was observed during a lesson it was a consequence of the teacher playing the game with the students. *He would often play. From my observations he would tend to dominate the game. Like in touch, he would come into dummy half and direct the pla".*

Generally, mentor teachers did not demonstrate a great understanding of TGfU and *mentors thought the game sense approach was less structured than a traditional approach.*

The PS teacher found it difficult engaging all the students in physical education. *I found it enjoyable teaching the students who enjoy physical activity as much as I do. It provides a connection and builds relationships that you can carry into other subjects. I struggled to work out some positive ways of engaging students who don‘t enjoy sport and PE as much as I do*. The school had a volleyball focus through a sport specialisation program and this appeared quite influential in determining student‘s interest in physical education. *I almost felt like it was volleyball or it was nothing*.

It was felt that the students were not receptive to the role responsibilities associated with SE. It was intuited that this was because it was outside of the culture of physical education that the students had experienced. *When I tried to give them more responsibility they didn‘t want to know about it. Probably because they weren‘t use to it. It wasn‘t how their regular teacher did things.*

Generally, unless the sport was volleyball the PS teacher perceived that the students failed to see the relevance of physical education beyond an escape from the classroom and a time to socialise. The student culture of expectation about engagement and learning in physical education appeared ambivolous and subjective. *From my observation the students saw PE as a chance to go outside and do their own thing, just sit in the sun, or try to do some sports they wanted to. But if they didn‘t want to do it they would just sit and chat. I think the students struggled to see a connection to the purpose of PE. They either did it because they had to, but I*

think they found it difficult to make connections unless it was the sport they wanted to do. If they didn't have to play they wouldn't so the stronger kids would dominate.

The experience of a lack of motivation towards physical education from students surprised the PS teacher and it was not something they were ready for. *~~I~~ thought it would be easier than it what it was. Apart of small amount of time looking at Molly, the theoretical student that doesn't fit anywhere, I felt I wasn't prepared for the students who weren't motivated or not like me. The lack of motivation was a surprise. Talking to a peer at another school she was also surprised at the lack of motivation*. This challenge and students unfamiliarity with the learner expectations embedded within a TGfU-SE framework rendered problematic the use of TGfU and SE for this pre-service teacher. *Students weren't use to a tactical method. It was taxing on me as a teacher. Students weren't use to stopping and discussing things. It felt like I had to talk a lot more. It is easier to set up in lines and go kick, than to ask questions. And if they are not willing to engage I felt I didn't have any places to go. The last lesson in lines it was less stress, it felt easier, it wasn't chaotic, it looked like a better lesson. ... Trying to create smaller games was more hassle than what it was worth.* The difficulty of trying something new or different with a class settled within a culture of expectation of performance and participation was identified. *You're put into a class with culture and a school with a culture, it is difficult to try new things.*

No obvious formal assessment linked to a curriculum framework was apparent or encouraged by the mentors, with the emphasis appearing to be on subjective grading of the degree of participation. Units of work were consistently 5 weeks in length across the Year 8-10 physical education curriculum.

The PS teacher found that the absence of resources, examples of

TGfU and SE focussed units of work within the school was a limitation in researching and planning lessons. This was especially so as it was thought that the amount of knowledge about a sport determined how easy it was to plan to use game sense pedagogy.

Despite the difficulties of this PTP experience the PS teacher was not dissuaded from the need for quality sport teaching and learning in physical education. *So often in other subjects you have to think critically about things, apply problem solving skills, so why shouldn't PE be the same. PE should be about thinking and problem solving and applying critical thought, you have to develop physical skills. The better artists are those that can think critically about their work and I think this is the same for PE*.

Interview 4.

This PETE-PS teacher reflected upon PTP experience in a metropolitan coeducation R-12 Independent school. The emphasis of the physical education program was felt to be to g*ive students a taste of a range of sports. There seemed to be a lot crammed into the program … It is about offering them the experience. Variety, short units, give them a taste, keep them going.* The PS teacher experienced short, typically three week units of work in years 8-10.

Despite requesting it, no program documentation or unit descriptions were available. The absence of curriculum documentation presented a challenge in the area of program design for this pre-service teacher. *I found it hard as a pre-service teacher to get to know how to teach these sports when there was no starting point with curriculum plans and unit plans. In my first prac, the school had detailed lesson*

and unit plans for each sport so you had a starting point. I was given a detailed plan for each sport I had to teach.

Support from mentor teachers was not considered adequate. *Support from mentor teacher not there: no real discussion, no real help, basically left to it.* Mentor teachers were found to be unfamiliar with TGfU, but indicated an awareness of a ‗games approach'. Skill and drill pedagogy was the most apparent teaching methodology observed. The Head of Department was found to be cynical of a TGfU approach, viewing it as *the emphasis from University. Just the latest thing they are trying to put into you at Uni … I mentioned to the staff using basketball as a way to introduce lacrosse. I had read about it in the Mitchell text. The Head said it was best not to do as the kids might get lost a bit. I think she saw it as me just trying to be slack.There didn't appear to be an understanding or recognition of what a TGfU tactical approach was all about. Just dismissed it as ‗basketball is not lacrosse'.*

The mentors were not interest in a SE approach, but even if they were the pre-service teacher found that the short units of work meant that the full expectations of SE could not be realised during a sport unit. *I had 8 lessons to teach and assess a sport. Three weeks, that was considered a unit*.

Despite the program time restraints the PS teacher did use the team affiliation and role responsibility features of SE with a Year 7 and 10 class, finding that the students responded positively to this structure and its expectations. *Giving them team roles, particularly the year 7's. It was different for them. Each had a team role with clear expectations. They liked this. Team manager was tasked in managing the group and ensuring everyone got to contribute. Completing it in teams worked well. Each team was engaged.*

With the year 10 class a ‗fair play cup' was initiated but not concluded due to program time constraints. As with the Year 7 c lass, the consistency of teams was thought to have gone well with the Year 10 class and it was felt that the students enjoyed the responsibility of team roles. *I had a wet weather lesson plan for them to come up with team logo and other things, but didn't get to use that. Students enjoyed having the roles. Fitness trainer always took warm up and that worked well. Equipment managers helping with equipment, packing up, that went well.*

The pre-service teacher found that students responded positively to the tactical emphasis of lessons via teacher led inquiry through questioning. Students were not as receptive to modified ‗game sense' type games, such as 5 passes before scoring, *they just wanted to play the game.*

Depth of knowledge across a range of sports was identified as a limitation to realising the objectives of sport literacy. *Not having practice in all the sports I would need to do a lot of reading and practice to use a games approach ... I knew about football so I was confident in asking questions. With another sport I would rely more on a textbook.*

In addition to encountering a lack of mentor support, absence of curriculum support materials and programmatic constraints the absence of resources to support curriculum design also constrained learning about teaching using TGfU and SE while on PTP. *Most of them were old school with the resources the teacher had collected. One folder I looked at was full of the resources one teacher had from their old school, 1980's were in the folder, stuff from heir teaching pracs. No resources on games based teaching were available in the school. There were some coaching manuals.*

This pre-service teacher was concerned about the status of physical education among other subject teachers and experienced a perception of physical education as different from ‗academic' subjects. *Academic basis in other subjects is more dominant ... PE just seemed to be to let off steam. Picked that up in the staffroom from more academic considered subject teachers. I recall being stereotyped as a ‗phys edder'. Phys edders all sit at the table at the back. When I moved away from that area I still got the impression from some staff of that stereotype. Just there to baby sit them and run them around.* The pre-service teacher wondered whether an absence of written work requirements and homework from physical education, when it was expected in all other subjects, contributed to this construction of understanding of physical education as not academic by other subject teachers.

Interview 5

This PETE-PS teacher reflected upon PTP experience in a DECS metropolitan coeducation secondary school and then a coeducational secondary independent school. At the DECS school the curriculum consisted of 2-3 week units of work. There was a list of sports to teach, but no evidence of formal curriculum documentation and unit descriptors in use by the teachers. *I never really saw any lesson planning or documentation of progressions. There was a list of sports, these are things that we will probably do.* The curriculum emphasis appeared to be on providing the students with an experience of as many sports as possible, however, while designing what would be taught on PTP the PS teacher requested to teach a sport that was not on the approved list (Ultimate Frisbee) and was told that it would not be possible. *I had been asking the teachers, well, like what do I do next? And*

they were like, whatever you want to do, but they had a problem when I wanted to do something that wasn‘t on the list.

During the first PTP the PS teacher had one mentor who supported the use of a TGfU-SE framework to teach a volleyball unit. *One of the teachers in my first prac let me run a TGfU-SEPEP style volleyball unit like we did at uni. He was like, ‗Aw look, these kids are improving a hell of a lot more than if they just did what I normally do‘ .* The PS teacher felt that the students responded favourably to what they were experiencing. *The comments I got from the students was that they liked the way I was trying to go about things, particularly the team elements and that they learnt something.*

The other mentor teacher was described as *very set in his ways* and not providing any ‗leeway‘ in deviating from how the teacher would normally have taught the topic. The mentor teacher‘s advice, described as *going ‗no no, no. Just try this, it always works,* constrained the enactment of sport teaching. It was apparent to the PS teacher that the mentor teachers didn‘t take much heed of the curriculum framework. No data collection to support assessment was required and all that was expected of the PS teacher was largely subjective assessment of skill, attitude and game play.

The experience at the coeducational independent school was quite different. At this school every unit of work was supported by assessment checklists to guide the design and enactment of teaching. The PS teacher also experienced a Head of Physical Education supportive of SE. Whilst the curriculum in Years 8-10 comprised a mostly multi activity learning program consisting of 4-5 week units all students in Years 8 through to 10 completed one term (ten weeks) of SE at each year level at

the instance of the Head. The pre-service teacher was able to observe the Head teaching sport through a SE framework.

Apart from the mentoring of the Head at the independent school the PS teacher summarised PTP experiences communicating that physical education in South Australian secondary schools emphasised physical activity accumulation rather than learning. *Getting them active. Active health benefits. I don‘t think PE was seen as highly important by the schools. More recreation than academic.* Student‘s attitudes to physical education also problematised learning during physical education lessons. *The students come to PE with a different hat on compared to SOSE. It‘s like yippee eye ah, we‘re out of the classroom, we‘ve got a bit more freedom. But there a few of them come, yes, we are out of the classroom, let‘s have a bludge. The other student teacher at the school had a group of 3-4 girls who just came for a bludge, like it was lunch time and they were just coming for a chat. You get that everywhere.*

An absence of TGfU and SE curriculum resources at the PTP schools and mentors who could not engage in conversations about TGfU as a teaching approach was identified as constraints to developing a deeper appreciation of how to go about teaching for literate sport participants while on PTP. The self efficacy and assurance of the teacher came through in the PS teacher‘s desire to continue to design and enact sport teaching informed by the twinning of TGfU-SE. *Teaching a skill and drill approach I would be bored. Using a combination of TGfU-Sport Ed, being flexible to the class and the sport will be important to me. I think if you are inclined to be reflective about your teaching you are more likely to teach this way. I don‘t know, possibly you care more about your teaching and what you are trying to achieve. I don‘t think there is a point turning up everyday and not giving a flying uncle about what the kids learn. If you don‘t care what the kids are learning it is time to give the*

game away. I feel I am more engaged in a TGfU-Sport Ed. I find it enjoyable to teach this way.

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Interview 6.

This PETE-PS teacher reflected upon PTP experience in an all boys' Catholic Middle School (Years 6-9). Physical education was very sport orientated and it appeared that the majority of students enjoyed the sport emphasis of the subject. The length of units ranged from 3-6 weeks. The curriculum was outlined in detail and included a SEPEP Australian Rules Football unit in Year 7. However, there was little in the way of printed resources available to support unit planning beyond coaching manuals with a skill technique focus. This emphasis was apparent in the observation the enacted curriculum. For example, the PS teacher reflected that, *in the module where I basically assisted rather than being the teacher, my mentor spent the first two lessons, it was a triple lesson, doing skills and then in the last lesson they played a game. The teaching was very much do the skills and then play a game.* Although the curriculum was outlined in detail the PS teacher reported that there was no obvious attempt to assess student performance against curriculum standards.

The absence of curriculum resources across the spectrum of sports that could be taught in physical education constrained planning and problematised the use of TGfU and/or SE. *Gymnastics was a struggle. Struggle to find resources. Used gym skills, which is quite old. Nothing to show how gymnastics could be used in a game sense or SEPEP approach. Everything for gymnastics seemed quite old. Nothing really on the internet either. When I asked xxxx he recommended Gym Skills. Made it really hard to plan for. I wanted to teach a more TGfU approach, but it makes it really hard to teach when you have no background in the activity. I don't know why*

they don‘t have more up to date resources. I think Gym Skills was printed in the early 1980‘s, before I was born!

The PS teacher found it easier to teach through a tactical TGfU focus in the sports that were familiar and for the sports that were unfamiliar it was difficult and planning was time consuming. *It was harder than I anticipated. Gymnastics and Basketball are not activities that I am familiar with. I therefore had to do a lot of planning as I wanted to be prepared.* TGfU informed teaching was also constrained by the attitude of the students, with the PS teacher finding they were not readily accepting of a TGfU tactical approach. *Tried to do a ‗game sense‘ approach. The students questioned why we were doing the game sense games. They just wanted to play the game.*

Mentors were supportive of the PS teacher enacting lessons anyway they wanted. However, the PS teacher felt that the mentors all lacked experience with TGfU and SE which resulted in an absence of feedback to help improve and understand the application of the approaches in the enactment of the teaching. It was concluded that t*here was no obvious emphasis or intent on teaching literacy, numeracy and other cross curricular content like you would with sport education.*

The PS teacher felt that teaching through a TGfU-SE focus required a teacher to have greater knowledge and understanding of the sport being taught. *I think the idea of sport literacy is a good way of getting more of the kids involved. You are catering for more of the kids abilities, but it is hard to teach it that way".* It was felt that a pedagogy of inquiry through the use of tactical questions worked well with all classes. *Students appeared more focussed when I was asking questions. They seemed more engaged. They appeared to appreciate having things in context ... I learnt I can be more a facilitator in their learning, I don‘t have to be a dictator. I can*

let them figure it out for themselves. However, trying to differentiate the learning through small sided modified games where students were not doing the same thing at the same time was found to make the teaching environment harder to control and assessment more difficult.

The PS teacher believed that the students enjoyed the consistent participation in one team in a Gaelic Football unit and team affiliation assisted the administration of a Gymnastics unit. *Students were excited being in teams. I think it made them a bit more motivated, coming up with ideas as a team to beat the other team, rather than doing the ideas that I had told them. Using teams and role responsibilities helped the gymnastics*.

The tension between engagement and learning was apparent as a contradiction to the PS teacher. *Short duration of units prevented me getting them to the level of skill I had anticipated but longer units would have been hard to keep them interested. I would have liked more time to focus on technique development. But it was a struggle to keep them involved for the 6 weeks of gymnastics as it was.*

The constraints and limitations encountered attempting to use TGfU-SE elements had not dissuaded the PS teacher from the benefits of persisting with this approach to the design and enactment of teaching. *I think a hybrid makes it better, delegating roles so they can see what is involved in running a sporting competition is important and TGfU to get them thinking about what they are doing and why they are doing it ... I think things like TGfU enhance what you have to show to be successful in the subject and enhances it academically.*

Interview 7.

This PETE-PS teacher reflected upon PTP in a large regional city DECS coeducation secondary school and a DECS coeducation Area School.

The regional secondary school Year 8-10 curriculum was organised into 2-3 week units. Teachers could adopt any curriculum or pedagogical approach they liked as long as they adhered to the sports listed and the order of teaching each sport prescribed on the curriculum outline. The curriculum was described by the PETE-PS teacher as being very sport orientated, but *about tick off the skills and tick off the sports*". The Area School, by comparison, *was kind of do what you want. It was whatever the teacher wanted to do ... the teacher just wanted them to come out, enjoy, be physically active, be positive and pick up some skills along the way*.

At both schools the PS teacher felt that the mentors were surprised that a TGfU-SE approach had worked for the PS teacher. *Interestingly all my teachers were into that — I thought your lesson was going to hell at the start but you got it together. But all my mentors thought the kids would be off their heads. The teachers really liked structure and control.* Even though the PS teacher felt all the mentor teachers appeared supportive of the PS teachers TGfU-SE approach pressure during feedback sessions was perceived as trying to shift practice back to a normative skill and drill approach. *All teachers would let me try things and it was my lesson. But at the end it would be, like, this is what I would do. You're doing nothing wrong, but you could be great if you did it this way instead*.

The PS teacher formed the opinion that older teachers believe that it is important that the students who do not succeed in other subjects experience success in physical education. Because of this, the emphasis in PE is on and having a go'. *I don't think there was an academic intent. A lot of the phys ed teachers talked about how phys ed has this huge chip on their shoulder and are always trying to prove they have an academic side to it. But most of the PE teachers wanted the kids*

who didn't do well in other classes to be able to succeed in something and they were really frustrated that they had to set homework, for example, in PE.

At both schools there was an absence of resources and documentation detailing units of work upon which the PS teacher could base curriculum planning emphasising TGfU and/or SE. *One teacher gave me a folder full of, very old, stuff that they picked up on prac, with lots of sheets in it. There wasn't much in the way of resources made available to me.* At the Area School the PS teacher had the opportunity to plan and enact a SE Team Handball unit. It was discerned that it was well received by the students who expressed a desire to take what they had learnt and apply it to planning a competition with another schools. *In xxxx developed the game using game sense modifications. Then I put the kids into 3 teams. Mapped out a season. Gave them roles. Take stats. Gave rewards at the end. Just over 4 weeks. They loved it. Wanted it to go longer than 4 weeks. They were right into it, and like, who can we play, are there any other schools nearby we can play?*

The expectations of conformity to a program prescribed by the Head of Physical Education was thought to limit the possibilities of teaching to achieve the possibilities presented by the twinning of TGfU-SE. *Sport education is prevented by the mandate on high. You can't go, —footy's working great. I'm, going to give everyone roles and really get into this in some depth" when there is mandated programs. You don't have the flexibility as next week someone else might be scheduled on the oval. When you are the only teacher in a small school you have a much greater ability to just run with things.*

Assessment was observed as subjective and largely anecdotal. *Teachers seem to assess by who is trying hardest, getting involved, giving it a go, getting stuck*

in. having a good attitude. Every school seems to assess whether you get changed for phys ed.

The PS teacher's commitment to the design and enactment of sport teaching through the intentions of TGfU-SE emerged as arising from a desire to be different and better than the teachers the PS teacher had experienced during his apprenticeship of observation. *I had a phys ed teacher at school who was skill and drill all the way and if you were bad at it, you could sit at the side. I want to be the opposite of that. I really like TGfU and SE as in my experience of it everyone can have fun, everyone can get into it.*

Interview 8.

This PETE-PS teacher reflected upon PTP in a DECS coeducational R-12 Area School and a Catholic secondary school. At both schools the curriculum in Years 8-10 comprised a multi activity program consisting of 4-5 week units. The PS teacher reflected that, *both schools were multi activity approach. Four, five week units of work. There was a mixture of striking and invasion, but it was higgledy piggledy and the sports were not obviously linked together. We didn't get told anything about what they had done in the past and what to assume the students could do, it was just this is the sport you have to teach.*

The PS teacher had differing feedback from the various mentors about the way she was designing and enacting sport teaching. None of the mentors appeared to know much about either TGfU or SE approaches and were therefore unable to provide constructive feedback or examples of the enactment of the objectives of the approaches through their own teaching. At the College the PS teacher encountered a mentor receptive to the ideas while at the Area school, the PS teacher found a PE Coordinator receptive to new ideas but a mentor who it was felt was negative

towards the ideas of TGfU and SE. *At the College the teacher didn't have a lot of experience with teaching this way. But she said you have really engaged the students', you have got them asking questions and being inquisitive. So she was really quite encouraged. At the Area school I found the mentor more challenging. Challenging it as different than what she would do*.

The PS teacher implemented a TGfU-SE unit for AFL Football at the Area School while on PTP4. While the PS teacher felt that the students responded positively to the learning environment it was reported that the mentor teacher preferred a skill first approach to the learning sequence. For example; *I did attempt a SEPEP Rec Footy. Started with game sense approach and less focus on the roles involved. It was a year 8 class and there were only 15 students. It was hard to have 3 teams and all the roles to begin so I did a bit more of a game sense approach so they could experience a bit more of the game. I found the students responded really well to it, seemed to enjoy but my teacher did come up to me and say that there was too much game focus too early on in the program ... I still used drills, like when I introduced the kick. Some did struggle with the drop punt and different types of kicks so I did bring them in and teach skills, show them the skills, but my teacher seemed to think that doing more of the skills in the first couple of weeks was the way to go and then doing the game in the last week was more of the way to go.*

While the main PTP4 mentor was found to be _dismissive' of anything but a skill focussed teaching approach, to the point of advising that a tactical or SEPEP approach was _wrong', the PS teacher found the H&PE Coordinator supportive of the way the PS teacher was designing and enacting sport teaching. However, the H&PE Coordinator offered the observation that they found a tactical teaching approach challenging and that in general was finding it hard to adapt to new teaching

approaches. The PS teacher observed that, *the idea is a threat. The PE coordinator said that she has seen a lot of changes in the way PE is taught and felt it was good to be able to see where PE could be going, but the time for PE is limited and you have so many students and so little time to teach and students with lots of varied skill level that it can be hard to get the students to a basic level of skill. So she is finding it hard to adapt her teaching to new methodologies as well. Mainly just because it was a mind set challenge as she had always been taught skill and drill and if they can kick the ball thorough the cones, they can do it, and that's easy to assess, and it is harder to test the knowledge of students rather than just what you can observe they can do.*

The PS teacher was consequently unable to observe enacted examples of TGfU or SE curriculum by teachers while on PTP and this was thought to have limited further development of an understanding of the design and enactment of TGfU and/or SE beyond what had been learnt during university course work. Further understanding of TGfU and SE was constrained as the school did not have resources or examples of units of work to assist with the planning of SE and/or TGfU sport teaching.

While both schools used the SACSA Framework as its curriculum reference the PS teacher did not have any indication from written documents, advice or observation of practice that there was referencing of the curriculum outcome expectations of the framework. It was concluded that if the students couldn't execute the sport specific skills of the sport being taught they weren't considered successful at physical education by the teachers. A pragmatic view of appropriate content for physical education was evident. *Both teachers said you need to have the skills at the*

end of each unit as they needed something to show the parents they had some information about the students could do, so the information was needed for reports.

The lack of support from the mentor for the approach the PS teacher was adopting and feeling was working and being well received by students dampened the spirits of the PS teacher. *It was disheartening going on PTP4 and getting the idea that what I was doing was wrong. I learnt so much from the SEPEP Rec Footy, I had never done footy before and as a girl you think, ‗agh – footy', but I learnt so much and had so much fun you think that how could the kids not enjoy this. When I found out I had to teach footy I found it quite challenging ... and when the footy players said we could already do this the TGfU-SEPEP gave me a reason and justification for doing footy. Some of the guys who I thought would be real problems ended up being really good group leaders and peer teachers ... When I explained it to her she could sort of understand but it felt like it kept come back to ‗that's not how I was taught, that's not how I do it and so therefore it's not right', that is how it came across.*

The PS teacher felt that for many of the female students the overt emphasis of sport technique acquisition was not resulting in feelings of competence and confidence in physical education. The PS teacher had come to the conclusion that an emphasis on skill acquisition and exclusion of other potential sport knowledge bases was not inclusive of all students learning needs. *The PE program was more focussed on skills and skill drill. If you can do it this way and not do that you are successful. From my observation many of the girls were disheartened by this. I heard them say —'m crap at this", and there wasn't a focus on any other elements through which they might feel successful. I think it is more socially inclusive to emphasis team elements of play. I am lucky I am fairly gifted at sport and never had an issue with that, but some of my friends weren't and they tried so hard to be successful but*

just couldn‘t be and couldn‘t do it. They tried as much as I tried but became so disheartened because they couldn‘t do the skill. They might have had the game knowledge and be able to think tactically but because that was never even a part of the PE program, it was just skill drill, they couldn‘t be successful.

Teaching through a TGfU-SE approach was found to require a lot of planning and research for this PS teacher. It was felt that a lot of knowledge about each sport was necessary in order to frame the pertinent questions that guided student learning. The struggle to make a TGfU-SE approach work is evident in this reflection. *All that mental preparation you have to do before the lesson to develop the questions and provoke the thinking in the students is a lot of work. Skill and drill is easier because it is the way I was taught PE and you think let‘s do the kick, and then move on to handball‘. But with game sense you don‘t always know where the students are at and they can be at varying levels of knowledge and you are thinking how can you challenge some while still bringing the other students up to a level? Only because I had done SEPEP-Game Sense RecFooty at Uni did I really know what to do. I had the AFL SEPEP resource... If I didn‘t know the sport it would be harder. I think you need a greater knowledge of sport to teach using a TGfU-SEPEP approach as games differ so much. The same game concepts still apply, but unless you feel confident, it is easier to go back and teach a skill- drill style as there are just so many resources available. You can skill and drill resources for any sport so it is easier to access that way of teaching. Resources for SEPEP and game sense are just not there.*

Appendix 11 Data Collection 5 Results

The Physical Education Teacher Education Mentor Teacher Interviews: Themes.

- All of the teachers were aware of TGfU and Sport Education as curriculum and curriculum models, however, in all but one school the models had not been a feature of the planned PE curriculum.
- The curriculum focus was consistently constructed as emphasising exposure and experience to a broad range of sports and physical activities.
- The curriculum Standards and Outcomes did not appear to direct the teaching and programming in an informed way.
- Regardless of age or experience/years of teaching TGfU pedagogy was problematised around the supervision of multiple games or activities and the capacity of the teachers to ‗trust' students when not under their direct supervision.

Interview 1.

Male 0-5 years teaching experience (first year of teaching)

Location: Independent metropolitan coeducational secondary school

The teacher Identified using a ‗games based' approach to contextually teach sport by incorporating the use of game sense games and challenges, and questions to prompt students thinking about the play. SE was not considered a viable option due to the curriculum time constraints of a multi-activity curriculum founded on 4-5 week units of work. It was also considered that the use of SE would be constrained by students established expectations of what PE should be like.

The teacher had never considered combing TGfU and SE pedagogy. While the SACSA Framework Standards and Outcomes were mapped to each unit the teacher did not consider that they were influential in the way the program was constructed and enacted. The teacher understood the focus of the schools physical education curriculum as the students having lots of sport and physical activity

experiences in the hope they might like something that they like and wish to pursue further now or in the future.

Interview 2.

Female 0-5 years teaching (2nd year out)

Location: DECS metropolitan coeducation secondary school

The teacher considered that they used ‗game sense' as part of their teaching practice through the use of small sided and modified games. The teacher identified occasionally using elements of the SE, but could not specify which elements. They considered that there was not enough curriculum time for physical education to justify the use of the approach.

The curriculum was identified as established by the Physical Education Coordinator. It was considered difficult to convince the coordinator change the program so something like SE could be used. The teacher had never considered that TGfU and SE could be combined.

The focus of schools physical education curriculum was expressed as the provision of lots of experiences with some skill learning. The SACSA Framework Standards and Outcomes were not considered influential in the way the physical education program was constructed and enacted.

Interview 3.

Male 31-35 years teaching experience

The school H&PE Coordinator

Location: Adelaide Hills independent coeducational secondary school

The teacher identified using a TGfU – game sense approach occasionally to teach sport in physical education. ‗Simple' sports like Lawn Bowls were indicated as most appropriate for a ‗game sense' approach. Game sense was not used in every unit of work as the coordinator believed a variety of models spread across the units of work was the best way for students to experience physical education. It was apparent curriculum instructional models were seen as singular and discrete constructions.

A term length unit of SE was programmed at each year level (8-10) of the middle years' physical education program. The Head included SE as a program feature when establishing the current program at the school. The Head had tried SE during the 1990's when the SEPEP program was distributed by the Australian Sports Commission, and found it to be an inclusive and ‗powerful' curriculum model. The Head found that each time a new physical education teacher arrived at the school there needed to be an induction into the SE approach and advocacy of its worth as invariably the new teachers had had not previously used it in their teaching. This was a noted as a challenge as new teachers were frequently initially reluctant because of a lack of familiarity with the construction of SE.

The physical education program was not mapped to a curriculum framework and the enacted curriculum was driven by the objectives the teachers established for the units of work they taught.

Interview 4.

Female 0-5 years teaching experience (3rd year out)

Location: DECS metropolitan coeducation secondary

The teacher thought that they used TGfU iterations ‗sometimes', depending upon the sport being taught. The teacher was not able to elaborate what would determine if TGfU iteration was used. Elements of SE were also indicated as used infrequently when sport teaching, with the role responsibility feature being the most commonly employed SE feature used so as to ‗broaden' the sport experience for students. The main constraint on the use of TGfU and SE pedagogy for the teacher was that it was not believed that students could be entrusted to behave and engage appropriately when multiple games or activities were in use during a lesson. It had never occurred to the teacher to consider combing TGfU and SE pedagogy

The teacher described the emphasis of their sport teaching as students to have fun and learn ‗basic' sport skills. The school physical education curriculum consisted of a multi-activity program constructed around 3-4 week units. It was thought to be difficult to plan outside of this construct as the Coordinator established and monitored that the program of activities was being adhered e curriculum.

The SACSA Framework was mapped to the units of the work, however, the teacher did not believe that they were notably influential in the way the units were designed and enacted.

Interview 5.

Male 6-10 years teaching experience

Location: Metropolitan ‗all boys' Catholic secondary school

The teacher indicated that it was difficult to use anything other than a ‗skill focussed' approach due to the tradition of the schools' physical education program, the expectation from the physical education teachers and the experience of physical

education by the students who were acculturated into expecting ‗skill and drill' in physical education.

SE was considered a ―logistically difficult" model and that it would be difficult to implement at the school *with conservative PE staff and students used to skill and drill*. The teacher had never considered combing TGfU and SE as it was ‗challenging enough' to attempt one or the other as individual approaches. The ability to trust students' participation in multiple games or activities was considered a constraint upon the use of TGfU and SE.

The emphasis of the physical education program was described as *getting the students to participate* with experience of a wide range of activities while learning a few skills the priorities of the curriculum. The teacher considered that the SACSA Framework Standards and Outcomes were not influential in the way the program was designed and enacted.

Interview 6.

Male 31-35 years teaching experience

DECS metropolitan coeducation secondary school

The teacher indicated that TGfU iterations and SE were approaches occasionally used. The teacher had combined TGfU and SE pedagogies to teach sport when the teacher and the students had a high degree of familiarity with the sport, with it being more likely to be a consideration with senior years classes. The teacher considered that most physical education teachers were ―blasé" about TGfU and SE as they were not familiar with their intentions and that they were generally outside of the experience of the teachers.

The teacher considered that the emphasis of the school physical education curriculum was having the students experience lots of sports and physical activities. A multi activity program characterised the curriculum and therefore, the time allocated to each sport and the number of lessons for physical education each week were identified as limitations preventing the adoption of SE and/or TGfU curriculum. The teacher also felt that the schools physical education curriculum design and enactment was not influenced by the SACSA Framework Standards and Outcomes despite the fact that the students were meant to be assessed and graded through the Outcomes.

Interview 7.

Female 21-25 years teaching experience

Location: Metropolitan all girls independent school

The teacher indicated that they had experimented with ‗game sense' but found it confronting as students didn't experience or observe other physical education teachers instructing this way and so questioned why their class was ‗different'. The teacher had constructed sport teaching and learning programs that expected students to assume role responsibilities such as coaching, umpiring and scoring, but the teacher was not aware that the placing students into positions of responsibility additional to the role of player was a feature of SE. The teacher was dissuaded from use of the game sense tactical teaching as it had been felt that when it was attempted the students were not receptive to it as they had not observed or experienced other teachers enacting sport teaching this way.

The emphasis of the school physical education program was described as experiencing lots of sports and physical activities. The SACSA Framework had been

workshopped by the physical education faculty but the teacher did not believe that the Standards and Outcomes were influential in the way the program was constructed and enacted.

Appendix 12 Information Letters

PO Box 986
Launceston Tasmania 7250 Australia
Phone + 61 3 6335 4711
Fax + 61 3 6326 6493
Freecall 1800 030 277 in Australia
www.amc.edu.au

Dear EDUC 4700 PE Studies Student

I am a student researcher at the University of Tasmania undertaking a study about a Sports Literacy Model for sport teaching in physical education for my PhD thesis. This study will explore the limits, constraints and possibilities connected with learning to play, learning to teach, curriculum planning, and enacting (teaching and assessing) sport teaching in physical education using a Sports Literacy Model.

You are invited to participate in Stage 1 of this research study by contributing to a websurvey about your experiences being taught, coached or teaching sport using a Sports Literacy Model.

This Stage 1 of the study involves a websurvey. This survey will take approximately 30 minutes to complete. The information you provide will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. No personal information or site specific location information will be collected. It is not possible to identify individual contributions to the websurvey so confidentiality and anonymity is ensured. Participation in this survey is completely voluntary.

Further information about this research is provided in the Introduction to the survey. The survey can be found at
http://www.surveymonkey.com/s.aspx?sm=Fu_2f3iQab4MEbiw_2fghGlq9Q_3d_3d

Any enquiries you have about this project should be directed by telephone (82012277) or email shane.pill@flinders.edu.au. If you would like to discuss any aspect of this study please feel free to contact either Dr. Karen Swabey (63243512) or Dr. Dawn Penney (63243680). Either of these people will be happy to discuss any aspect of this research with you. Once the information is analysed you will be mailed/emailed a summary of the findings. You are welcome to contact us at that time to discuss any issue relating to the research study.

This study has been approved by the Tasmanian Social Science Human Research Ethics Committee. If you have any concerns or complaints about the conduct of the study you should contact the Executive Officer of HREC (Tasmania) Network 036226749 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote (HRECproject number: H10384).

Thank you for your assistance.

Yours sincerely

Shane Pill

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Launceston Tasmania 7250 Australia
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I am a student researcher at the University of Tasmania undertaking a study about a Sport Literacy Model for sport teaching in physical education. This study will explore the limits, constraints and possibilities connected with learning to play, learning to teach, curriculum planning, and enacting (teaching and assessing) sport teaching in physical education using a Sport Literacy Model.

You are invited to participate in stage 2 and 3 of this study by contributing to a survey about PETE pre service students experiences learning to play a sport and learning to teach sport during this topic. You are also invited to participate in stage 4 of this study by contributing to a websurvey investigating PETE pre service teachers experiences implementing elements of a Sport Literacy Model while on Professional Teaching Practice. I am also requesting use of the information collected during the EDUC 4700 physical education studies component workshops about your learning to play a sport, construct sport curriculum and to teach sport in physical education (including the Tactical Curriculum units of work you construct). I wish to use the information collected for my doctoral thesis; ‗Rethinking the teaching of sport in physical education'

A Sport Literacy Model (SLM) represents an ‗evolved version' of Bunker and Thorpe's (1982) Teaching Games for Understanding (TGfU) physical education curriculum model for the teaching of sport and sport forms (modified sport). There is limited evidence of the use of a SLM for sport teaching in physical education in Australian school settings, and so it can be considered an innovative curriculum model. Increasing awareness of innovative approaches to physical education (such as a SLM) is recognised as an important strategy in enhancing sport participation in Australia (ASC, 2004).

This research project involves the following stages (Stages 1 and 4:B you have already been informed about via an email letter and the pre instruction survey on Survey Monkey).

1. Pre sport literacy curriculum approach workshop sequence web survey
2. Information collected during the EDUC 4700 physical education studies component workshops about your learning to play a sport, construct sport curriculum and to teach sport in physical education (including the sport literacy units of work you construct).
3. Post sport literacy approach workshop sequence web survey. This will require about 30 minutes of your time independent of class time, away from the class setting. It can be completed using any computer with internet access.
4. A. Post Professional Teaching Practice 4 web survey. This will require about 30 minutes of your time and it can be completed from any computer with internet access.

4. B.Focus Group. This stage of the research involves participants in reflective practice about the experiences of teaching a sport unit using a Sport Literacy Model.

The information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. No personal or site specific location information will be collected. Your identity will be protected through the use of codes (eg. PETE 1) for data collected during workshops, and the data collected using the websurvey instrument is non identifiable. You are, of course, entirely free to withhold permission for the use of this information and to withdraw from this study at any stage of the investigation.

Any enquiries you may have concerning this project should be directed to by telephone 8201 2277 or e-mail shane.pill@flinders.edu.au. If you would like to discuss any aspect of this study please feel free to contact either Dr. Karen Swabey on ph 63243512, or Dr. Dawn Penney on ph 63243680. Either of us would be happy to discuss any aspect of the research with you. Once we have analysed the information we will be mailing / emailing you a

summary of our findings. You are welcome to contact us at that time to discuss any issue relating to the research study.

This study has been approved by the Tasmanian Social Science Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study should contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote [*HREC project number:* H10384].

Thank you for your assistance.

Yours sincerely,

Shane Pill

CONSENT FORM FOR PARTICIPATION IN RESEARCH

(by interview, focus group, experiment…)

I ……

being over the age of 18 years hereby consent to participate as requested in the explanatory letter for the research project on **'Rethinking the teaching of sport in physical education I'.**

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
4. I understand that:
   - I may not directly benefit from taking part in this research.
   - I am free to withdraw from the project at any time and am free to decline permission to use the workshop data .
   - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
   - Whether I participate or not, or withdraw after participating, will have no effect on any treatment or service that is being provided to me.
   - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
   - I may withdraw at any time from the research without disadvantage.
5. **I agree to** (please tick the box to indicate your consent),
   - Volunteer the information collected during the EDUC 4700 physical education studies component workshops about learning to play a sport, construct sport curriculum and to teach sport in physical education (including the Tactical Curriculum unit of work). ☐
   - Participate in the post tactical curriculum approach workshop sequence web survey ☐
   - Participate in the Post Professional Teaching Practice 4 web survey ☐

Participant's signature……Date……...

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name: Shane Pill

Researcher's signature……..Date…….

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Launceston Tasmania 7250 Australia
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Fax + 61 3 6326 6493
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Dear EDUC 4700 PE Studies Student

You volunteered to be part of Stage 4 of a study investigating a Sports Literacy Model for sport teaching in physical education when you completed a survey gathering data for Stage 1 of this study. This letter is to invite your participation in Stage 4 of this study. You have randomly been chosen from the names submitted through the Stage 1 websurvey.

This Stage of the study involves two elements.

1. Reflective practice about the experiences of teaching a sport unit using a Sports Literacy Model. Participants are asked to keep a reflective diary related to their experience of teaching a sport using a Sports Literacy Model while on Professional Teaching Practice 4 placement. This process would take approximately 15 -20 minutes each occasion.
2. Post Professional Teaching Practice 4 Focus Group Interview during the week after the conclusion of PTP 4. This interview will go for approximately 45 minutes.

The information you provide will be treated in the strictest confidence and non of the participants will be individually identifiable in the resulting thesis, report or other publications. No personal information or site specific location information will be collected. Your identity will be protected through the use of codes (Eg. PTP participant 1) during the analysis and coding of the data.

Any enquiries you have about this project should be directed by telephone (82012277) or email shane.pill@flinders.edu.au. If you would like to discuss any aspect of this study please feel free to contact either Dr. Karen Swabey (63243512) or Dr. Dawn Penney (63243680). Either of these people will be happy to discuss any aspect of this research with you. Once the information is analysed you will be mailed/emailed a summary of the findings. You are welcome to contact us at that time to discuss any issue relating to the research study.

This study has been approved by the Tasmanian Social Science Human Research Ethics Committee. If you have any concerns or complaints about the conduct of the study you should contact the Executive Officer of HREC (Tasmania) Network (036226749 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote (HRECproject number: XXXX).

Thank you for your assistance.

Yours sincerely

Shane Pill

CONSENT FORM FOR PARTICIPATION IN RESEARCH

(by interview, focus group, experiment…)

I ……

being over the age of 18 years hereby consent to participate as requested in the explanatory letter for the research project on **'Rethinking the teaching of sport in physical education'.**

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
4. I understand that:
    - I may not directly benefit from taking part in this research.
    - I am free to withdraw from the project at any time and am free to decline permission to use the workshop data .
    - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
    - Whether I participate or not, or withdraw after participating, will have no effect on any treatment or service that is being provided to me.
    - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
    - I may withdraw at any time from the research without disadvantage.

5. **I agree to** (please tick the box to indicate your consent).
    - volunteer to participate in reflective practice about the experiences of teaching a sport unit using a Sports Literacy Model by keeping a reflective diary related to the experience of teaching a sport using a Sports Literacy Model while on Professional Teaching Practice 4

      ☐

    - volunteer to participate in Post Professional Teaching Practice 4 Focus Group Interview during the week after the conclusion of PTP 4.

      ☐

Participant's signature…….. Date……

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name: Shane Pill

Researcher's signature……Date……..

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Dear PETE School Mentor

I am a student researcher at the University of Tasmania undertaking a study about a Sport Literacy Model for sport teaching in physical education. You have one of the PETE pre service students who has volunteered to participate in this research study investigating whether, and in what ways, a Sport Literacy Model for sport teaching in physical education assists physical education teachers plan and enact sport teaching for learning in, through and about sport in physical education. The purpose of this study is to investigate the limits, constraints and possibilities connected with learning to play, learning to teach, curriculum planning, and enacting (teaching and assessing) sport teaching in physical education using a Sport Literacy Model (TGfU and/or Sport Education).

There is limited evidence of the use of a SLM for sport teaching in physical education in Australian school settings, and so it can be considered an innovative curriculum model. Increasing awareness of innovative approaches to physical education (such as a SLM) is recognised as an important strategy in enhancing sport participation in Australia (ASC, 2004).

I would like to be able to talk with you about your observations and thoughts of the PETE pre service teachers teaching using a tactically orientated sport literacy model and discuss any experiences that you may have had with the use of a Tactical Approach or Sport Education in physical education.

If you have any enquiries concerning this project I can be contacted by telephone 8201 2277 or e-mail shane.pill@flinders.edu.au. If you would like to discuss any aspect of this study please feel free to contact either Dr. Karen Swabey on ph 63243512, .Dr. Dawn Penney on ph 63243680. Either of us would be happy to discuss any aspect of the research with you. Once we have analysed the information we will be mailing / emailing you a summary of our findings. You are welcome to contact us at that time to discuss any issue relating to the research study.

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Thank you for your assistance.

Yours sincerely,

Shane Pill

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CONSENT FORM FOR PARTICIPATION IN RESEARCH

(by interview, focus group, experiment…)

I ….....

being over the age of 18 years hereby consent to participate as requested in the explanatory letter for the research project on **'Rethinking the teaching of sport in physical education – a Sport Literacy Model"**

6. I have read the information provided.
7. Details of procedures and any risks have been explained to my satisfaction.
8. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
9. I understand that:
    - I may not directly benefit from taking part in this research.
    - I am free to withdraw from the project at any time and am free to decline permission to use the workshop data.
    - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
    - Whether I participate or not, or withdraw after participating, will have no effect on any treatment or service that is being provided to me.
    - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
    - I may withdraw at any time from the research without disadvantage.

Participant's signature……Date……...

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name: Shane Pill

Researcher's signature……..Date…….